

# ***Dunnellon Middle***

## **Parent and Family Engagement Plan**

### **What is Parent and Family Engagement?**

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described under ESSA Section 1116.

### **About the Parent and Family Engagement Plan**

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

**We value our families and believe that ALL children can learn!**



Principal Name: Del Smallridge

School Website: <https://www.marionschools.net/dms>

School Year: 2019-2020



A collaborative force that aligns all stakeholders in developing life-long individual learners by providing supplemental support for diverse growth opportunities.

# BARRIERS

*This section is not required for new Title I Schools.*

Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools).
Data from September 11, 2018 Strong Fathers Science Night: Approximately 10 families attended (20 evaluations turned in). All comments on the surveys were positive. The participants especially liked the mousetrap activity and the exploding Alka-Seltzer pill bottle activity. Families were able to keep the airplanes that were built. The Family Math Night held on May 15, 2019 was a big success. It was well attended, with over 70 individuals in attendance. We were able to get 26 families to complete a program evaluation. All evaluations were completely positive or contained a neutral comment. 19 were completely positive and 7 contained one or two neutral comments. The overwhelming response was that the activity taught families something new and all families were able to leave with "kits" to take home to continue with math learning activities at home.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
<ol style="list-style-type: none"> <li>1. Barrier 1: Many middle school students don't like to attend academic-based events with their parents. They don't think it is "cool".</li> <li>2. Barrier 2: School created flyers tend to get thrown away or lost in backpacks and Skylert callouts to parents don't get through due to overuse by the district. Parents simply don't listen to the callouts.</li> <li>3. Barrier 3: The most successful events revolve around feeding families, which costs a lot of money. Our Title I funds go to salaries of staff and a tutoring program...leaving very little money to buy large quantities of food to entice families to our school.</li> </ol>
(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants).
<ol style="list-style-type: none"> <li>1. Barrier 1 – Have our TV production class film family engagement events to create mini commercials for the morning show. Students like to see themselves on TV.</li> <li>2. Barrier 2 – Look at setting up Text Messaging at DMS so parents get a quick, condensed message directly from the school, not to be confused with district messages. We will also utilize more peachjar electronic messages.</li> <li>3. Barrier 3 – Work local businesses to get donations to provide food at our family engagement events for 2019-2020.</li> </ol>
What is your Parent and Family Engagement Plan goal for the 2019-2020 school year ( <i>must be tied to student academic achievement and aligned with your school improvement plan</i> )?
<p><b>If we provide capacity building strategies to parents and families that address and promote positive home environments then, the at home environment will foster continued learning linked to mathematics and ELA as measured by local assessments and FSA data.</b></p> <p>DMS will target the parents of students failing math or language arts at the end of the first quarter and end of the first semester and invite them to attend family engagement activities to teach them strategies to help their children pass the class they are failing. In addition to providing learning strategies/activities for use at home, parents will be provided information on how to utilize the parent portal, requirements for being promoted from middle school to high school, and options for students who need to make up a middle school unit. This goal will help with our SIP goal of increasing our percentage of proficient FSA math scores by 5% from 54% to 59% and to increase our percentage of proficient FSA ELA scores by 5% from 47% to 52%. It will also help reduce the number of students having to attend summer school for unit recovery through PLATO.</p>

# COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

All parents are welcome to participate in parent and family engagement activities. Power Points, materials, activities can be sent home with any students not able to attend events due to transportation issues or parents' work hours. In some cases, events could be recorded and be shared with parents not able to attend. Ride sharing can be arranged for willing parents to pick up parents without transportation. DMS Guidance Counselors can assist with those types of opportunities when they are made aware of the need.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Title I programs will be advertised by Skylert messages, peachjar messages, text messages and via our website. Flyers will also be sent home and given out in our car lines. DMS Title I programs funded through Title I funds will be explained prior to school starting in our Title I Annual Meeting. (Parents are given a written agenda). All other Title I programs started or offered after the school year starts will be advertised no less than two weeks before starting. Flyers will be translated by ESOL paras for families needing information in their first language.

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) Include the tools and resources that will be used for communication.

(1) DMS 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. The parents will be given an agenda explaining the use of the funds as both school wide and targeted assistance. Parents will see that two and one-half teachers are funded with Title I funds to provide Intensive Math classes to all students in grades 6-8 that are non-proficient in math. The parents will also see that the funds for the teacher units are also utilized to reduce class sizes in math classes throughout the school. Parents will be informed that a Math Coach is funded with Title I funds to provide PD for all teachers, which provides better instruction for all students at DMS. Parents will see that any remaining funds, after paying for additional staff, will go to fund a before and after-school tutoring program.

(2) Communication will take place via flyers, Skylert callouts, Peachjar electronic flyers and by Text Messaging.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?

DMS utilizes its school website and teacher websites to describe and explain the curriculum at the school and the forms of assessment used to measure student progress and the achievement levels students are expected to obtain. The school sends FSA and EOC parent resources provided by the State to parents annually. An FSA parent night for Math and/or ELA will be provided for parents and students each semester and advertised at least two weeks prior to taking place.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?

Our school has a School Advisory Council (SAC) consisting of parents, community members, and school staff. All parents are encouraged to become members of the SAC. Information about SAC is sent out to families by School Newsletters, Skylert phone messages, and other appropriate means. Our SAC reviews feedback from our Annual Parent Survey to help guide the management of the school. Members of the SAC will be determined by the balanced representation of the ethnic, racial, and economic community served at Dunnellon Middle School. We will strive to attain more than 50% of the SAC membership to be (non-employee) representatives. The SAC meeting reviews and makes revisions to the School Improvement Plan, the Parent Involvement Plan and the School Compact each year. SAC members will have input on how Title I and Parent Involvement funds should be used at Dunnellon Middle School.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

Any parent concerns expressed in surveys or at SAC meetings will be submitted to the Area Director and the Title I Program Specialist.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

THIS required Title I, Part A Parent and Family Engagement Plan will be posted on the school's website, a copy will be available in the front office and it (or a summary) will be sent home the first month of school as an attachment to the School's Newsletter.

# FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
<ol style="list-style-type: none"> <li>1. <u>Step 1</u> Advertise Annual Meeting on posted signs starting the first week of school.</li> <li>2. <u>Step 2</u> Complete a Skylert callout message inviting families to attend Annual Meeting</li> <li>3. <u>Step 3</u> Post the meeting date and information on the school's website</li> <li>4. <u>Step 4</u> Conduct the Annual Meeting on the same day as Open House to maximize attendance</li> <li>5. <u>Step 5</u> Create an Agenda to explain the Title I program and parent and family engagement activities.</li> <li>6. <u>Step 6</u> Train teachers during pre-planning on the Title I program, the budget, the agenda to present to parents during the annual meeting and the activities planned for the parent and family engagement activities.</li> <li>7. <u>Step 7</u> Conduct the Annual meeting, keeping sign-in sheets and copies of the agenda</li> </ol>
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
The parents will be given an agenda explaining the use of the funds as both school wide and targeted assistance. Parents will see that two and one-half teachers are funded with Title I funds to provide Intensive Math classes to all students in grades 6-8 that are non-proficient in math. The parents will also see that the funds for the teacher units are also utilized to reduce class sizes in both math classes throughout the school. Parents will be informed that a Math Coach is funded with Title I funds to provide PD for all teachers, which provides better instruction for all students at DMS. Parents will see that any remaining funds, after paying for additional staff, will go to fund a tutoring program before and after school.
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
<p>(1) Attached to the Agenda provided to parents and explained by teachers in 1<sup>st</sup> period, will be proficiency data broken down by subgroups. This data will be discussed and explained during the annual meeting.</p> <p>(2) A copy of the first school newsletter will also be provided to parents during the annual meeting, explaining school choice and the rights of parents when schools receive Title I, Part A funds.</p>
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
The first school newsletter will be sent home with all students in paper form, with the Parent and Family Engagement Plan attached. DMS will continue to send home informational flyers via backpacks as well as printed student progress reports.
Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.

- The school's scheduled orientation, open house, and the Annual Title 1 Meeting are held in the evening or well-advertised in advance, which allows many of our working parents to participate.
- Parent Training and Family Engagement Workshops are presented in the day and at evening. Refreshments or a light meal is provided at each of these trainings/workshops. This allows busy parents to participate without missing work or having to prepare a meal for the family before coming to a school event. Childcare is also available for those who are in need of this service this year.
- SAC meetings are scheduled at a time convenient to the SAC members. This will be voted on during the first SAC meeting in September.
- Student award ceremonies are presented during the evening and advertised in advance, allowing working families to attend.
- The Media Center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.
- Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as for teachers.

How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?

- Transportation – Ride Sharing with willing parents, scheduled through Guidance Office.
- Childcare – Provided during Parent Engagement Activities.
- Additional Services to remove barriers. Text messaging and peachjar electronic flyers to make sure the word gets out and providing food via business partner funds to encourage more families to attend.

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Parent Survey Results from 2018-2019 show the best times during the school year for meetings and activities is during the weekdays in the afternoons. Of the parents that completed the survey, 70% **of the respondents** indicated that afternoons during weekdays were the best times to meet their needs related to meetings and activities. Also, our SAC members **all** agree that afternoons during the week are the most convenient time for the SAC meetings to take place.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

Survey results and SAC meeting/minutes.

**How flexible meetings will be offered to accommodate parents? Check all that apply.**

- ☒ AM Sessions based on documented parent feedback
- ☒ PM Sessions based on documented parent feedback
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other \_\_\_\_\_



# BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

## B-UILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
DMS will build capacity for meaningful parent/family engagement by hosting a Literacy Night in November of 2019 and a Math Night in January of 2020. Our Literacy and Math Coaches will lead the activities to help parents with strategies and resources to assist their children at home with homework and FSA preparation (targeting families of students failing math and/or ELA). Parents will learn ways to help their children to become better readers and to read for fun. Parents will learn strategies to help their students solve real world mathematical applications. Parents will learn how to sign up and utilize the Parent Portal and their options if their child does fail a course.
How will the school implement activities that will build relationship with the community to improve student achievement?
DMS is building community relationships to help increase student achievement by teaming with businesses and organizations that serve our students. For example, DMS partnered with a local church to mobilize a "school clean-up day". Community members and students worked together to complete painting projects, trim shrubs and trees, power-wash sidewalks, etc. DMS also allows our auditorium to be used by the community to conduct practice sessions for students performing in Dunnellon Boomtown Days.
DMS has teamed with FMC Wealth Management as a Business Partner. The owner is a Dunnellon graduate. This partnership is providing funds to help purchase technology for our classrooms, as well as funds to help recognize students for good behavior and academic progress. DMS also is supported by the local Women's Club with regular donations as well as the local thrift shop. These partnerships promote student achievement and boosts moral by both students and staff, which helps create a positive culture at the school level.
<b>If your school has a Site-Based Title I Parent Resource Room:</b> (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.
The DMS parent liaison and Content Area Specialist will support our parents by keeping the parent resource center updated with resources provided in our Parent Engagement Events missed by families. The Parent Resource Room will be advertised in our school newsletter during the 2019-2020 school year as well as posted on our school web-site. The Content Area Specialist, AVID coordinator, and the Title I liaison will all be familiar with the resources that are on hand in the resource room because they will have worked as a team to develop and build the learning kits/directions. Any one of the three will be able to teach a parent how to utilize the learning activity at home with their children. Also, the liaison will recruit parents from the car lines and front office to help volunteer in our Media Center and AVID classroom as Tutors.

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

We will utilize the District Title I Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title I Resource Van scheduled visits via social media campaign, school newsletter, and website. Families are able to check out academic resources to assist with learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their student's learning gains and reduce summer slide.

## PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan.**

Name of Activity (if applicable, expected Title I Budget)	Person(s) Responsible	<u>Measurable</u> Anticipated Impact on Student <b>Achievement</b> (aligned with School Improvement Plan)	Month/Year Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting (required by the last week in October)	Principal: Del Smallridge	Increased awareness by families of Parent Family Engagement Activities and Resources provided by Title I, Part A funds	October 2019	Parent and Family Engagement - parent surveys
Literacy and Math Night 1 (\$400.00)	Nicole Turner, Content Area Specialist (CAS) & Carmella Samler, AVID Coach	Increase in Proficiency Percentage in math and language arts as measured by FSA by 5%	November of 2019	Grades, FSA Proficiency Scores, Parent Surveys
Literacy and Math Night 2 (\$400.00)	Nicole Turner, Content Area Specialist (CAS) & Carmella Samler, AVID Coach	Increase in Proficiency Percentage in math and language arts as measured by FSA by 5%	January of 2020	Grades, FSA Proficiency Scores, Parent Surveys

Only list engagement events here. Schools may add or remove rows as needed.



## BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

During preplanning all staff members will receive training on the value of communicating with parents and families and the value of their contributions, especially in the area of discipline and academics. Communication with families is required before writing discipline referrals on level 1 or 2 incidents. Communication is also required if a student is failing a core course leading up to the end of a quarter report card.

...how to reach out to, communicate with, and work with parents and families as equal partners.

During preplanning, teachers are trained how to effectively communicate with families by phone to ask for help in discipline or academic situations. Staff is taught the power of asking families to “help” instead of being told all the problems.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

DMS will train our entire staff on the importance of inviting parents into the school to share what they do for a living. Having guest speakers share the path they took to a career or business will help strengthen the vision of our students for their future. Parents will be invited to share their professional stories within our “elective classes” based on similarities. (Agriculture, Business, Technology, Band/Music, Health Field, Sports, etc.)

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) Staff will be trained in “Parent and Family Engagement” on 10/30/2019 – Teacher In-service Day #2.

(2) A copy of the staff sign in sheet will be kept on file as documentation of the training event. Also, staff surveys re: the Parent and Family Engagement training will be retained as well.

# COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
<input checked="" type="checkbox"/>	<b>Title I, Part A</b> - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities.
<input checked="" type="checkbox"/>	<b>Title I, Part C</b> - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
<input checked="" type="checkbox"/>	<b>Title I, Part D</b> – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
<input checked="" type="checkbox"/>	<b>Title II, Part A</b> – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
<input checked="" type="checkbox"/>	<b>Title III, Part A</b> – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
<input type="checkbox"/>	<b>Title IV, Part A</b> – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and school and to promote the involvement of parents.
<input type="checkbox"/>	<b>Title IV, Part B</b> – 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	Providing students with a high-quality out-of-school time enrichment program during the school year and summer and offering multiple family engagement opportunities geared to increase student academic achievement.

<input checked="" type="checkbox"/>	<b>Title IX</b> – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
<input type="checkbox"/>	<b>VPK</b> – Voluntary Pre-Kindergarten Program	Recognizing that parents are an important component of a child's education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.

*Schools may add or remove rows as needed.*