## Title I, Part A 2019-2020 Parent and Family Engagement Plan

## Fort Myers Middle Academy

## I, Lynn Edward 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA;
* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116)];
* Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement 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 parental involvement policy and the joint development of the schoolwide program plan under section 1116
* Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116)];
* If the plan for Title I, Part A, developed, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116];
* Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [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 [Section 1116)
* 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**

**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 parental involvement will be used [Sections1116)].

**Fort Myers Middle Academy** will discuss the planning, review and improvement of Title I programs throughout the school year. All stakeholders will be encouraged to attend the SAC/Title I meetings to offer input and feedback about the effectiveness of our Title I programs. All stakeholders will invited via invitations, school marquee, take home flyers, school website, and Parentlink.

SAC members are solicited through an open volunteer request. Members can be either nominated, or nominate themselves. Once nominations are compiled, members are selected through a voting process. The procedures for selecting this group will include the input of parents, staff members and the SAC committee.

Parents/families will provide input through surveys, and open discussions. Title I School's parent survey compilation of results will be compiled by SAC, and results will be used to assist in creating the plan--to meet the needs of parents and students in a meaningful way that will improve academic achievement.

Communications will be provided in a flexible format such as online, in person, or on paper. The SAC committee works with the facilitator to develop, review, and create a plan. The plan will be created and reviewed during SAC/Title I quarterly meetings. Ideas and input from parents/families will be documented in the SAC Meeting Minutes. During a scheduled SAC meeting, the use of parental funds will be discussed. Decisions regarding the use of the Title I 1% set aside funds reserved for parent involvement at the school level and the development and review of the Parent and Family Engagement Plan and Compact will be made during the development of the School Improvement Plan by the School Advisory Council.

Documentation of parent participation will include: flyers, agendas, handouts, minutes, participation logs, surveys, and workshop comments, sign-in sheets, which will be maintained in the Title I toolkit. In order to provide additional support for parental involvement transportation or flexible meeting times will be available.

**Coordination and Integration**

Describe how 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].

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| **count** | **Program** |  |
| n/a | n/a | n/a |

**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 (schoolwide or targeted assistance), Adequately 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 | Title I meeting during back to school night | Administrators, teachers, parent involvement specialist and support personnel | August | Advertisement of the meeting  Agenda and minutes from the Title I meeting with the specific discussion on compact and expenditure of funds  Hard copy of the Title I Power Point presented to parents explaining what it means to be a Title I school, Parents Rights and School Choice and AYP (adequate yearly progress)  Sign-In Sheets from Title I Meeting  Compacts returned and signed samples |

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| **Flexible Parent Meetings**  Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1116)].  Fort Myers Middle Academy will provide flexible dates and times for meetings and workshops when possible. We will conduct a survey of all parents/families to determine the dates, times and subject matter for parental programs. Translation services will be available our parent and family engagement opportunities including parent workshop trainings, PTO meetings, SAC meetings, and conferences. Transportation or home visits will be provided as needed. Teachers schedule parent/teacher meetings at flexible times during the day, throughout the year. |

**Building Capacity**  
  
Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116)]. 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 [Section 1116)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [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 I Annual Meeting / Open House | Administration/Educators | Provide information to parents about the Title I program, and provide information that will help support academic achievement at home | August | Flyers, School Messenger, agenda, sign-in sheets, photographs, informational handouts, workshop comment forms |
| 2 | Curriculum Night | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home | September | flyers, School Messenger, agenda, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 3 | Family Science Night | Administration/Science Department/Educators | Parents will be provided resources and strategies to help support academic achievement at home | October | flyers, School Messenger, agenda, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 4 | Grandparents Breakfast | Administration/Educators | Provides opportunities for grandparents to learn effective ways to communicate with their grandchildren | September | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms, invitations |
| 5 | AVID Parent Night | Administration/Educators  AVID Site Team | Parents will be provided resources and strategies to help support academic achievement at home | January | flyers, School Messenger, agenda, sign-in sheets, student created parent invitations, AVID contracts, parent evaluation (comment form) |
| 6 | Positive Behavior Support | Administration/Educators  PBIS Site Team | Support and promote positive behavior at home and at school | August-May | flyers, School Messenger, Newsletters |
| 7 | Worskhops/Trainings as requested by parents | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home | August-May | flyers, School Messenger, agenda, sign-in sheets, informational handouts, evaluations, surveys |
| 8 | Sixth Grade Orientation | Administration/Educators | Parents will be provided resources and strategies to help support academic achievement at home | May | flyers, School Messenger, agenda, sign-in sheets, informational handouts, evaluations, surveys |
| 9 | Parent-Teacher Conferences | Administration/Educators | Research supports that increased parent involvement is directly related to academic achievement | August-May | parent conference logs, handout, parent evaluation/feedback |
| 10 | SAC Meetings | Administration/Educators  SAC Chair | Increase the level of involvement of parents to become active in the decisions being made at the school. Topics may include Compass and Focus | Monthly | Flyers, agendas, Minutes, handouts (if applicable), sign-in sheets |
| 11 | Arts Performances | Administration/Arts’ Educators | Provide expectations of students in alignment with the standards for music/dance/art for academics in specific performances | Throughout the school year | Flyer, agenda, handouts, sing-in sheets, workshop comments |

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | School Newsletter: Provide expectation that teachers read the school newsletter with research-based articles on parent involvement | Administration | Research-based articles on parent/family involvement | Monthly | Newsletter |
| 2 | Effective Parent Conferencing: Provide evidence-based parent conferencing techniques | School Counselor/Administration | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other | Ongoing | Conference logs |
| 3 | Research-Based Insructional Strategies | Administration/Leadership Team | Providing teachers with the resources and tools to instruct students | Monthly | In-service sign-in sheets |
| 4 | Professional Learning Communities: provide a continuum of evidence-based interventions | Adminstration/PLC Chairs | Providing teachers with the resources and tools to instruct students and review student data to promote student achievement | Monthly | In-service sign-in sheets |
| 5 | Advancement Via Individual Determination | Administration/AVID Site Team | Providing teachers with the resources and tools to instruct students incorporating WICOR strategies | Ongoing | In-service sign-in sheets |
| 6 | Positive Behavior Support: provide a continuum of evidence-based interventions | PBIS Team | Providing teachers with the resources and tools to create an environment that supports student learning | Ongoing | In-service sign-in sheets |

**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 [Section 1116)].

Parent-Teacher Conferences will be held, all teachers will conduct face-to-face parent-teacher conferences to discuss students' school performance.   
  
Recruitment and volunteer training will be offered throughout the year to encourage parent interaction.   
  
Parent/family, student, and visitor surveys will be utilized throughout the year to determine school interactions/performance/satisfaction. A family friendly atmosphere will be maintained by school staff members making families feel welcome. All questions and concerns will be answered in a courteous manner.

**Communication**

Describe how the school will provide parents of participating children the following [Section 1116]:

* Timely information about the Title I programs [Section 1116];
* 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;
* 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
* If the schoolwide program plan 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].

Fort Myers Middle Academy will communicate with parents through Parent link, monthly school newsletters, phone calls, home visits, letters, Annual Title 1 meeting curriculum nights and SAC meetings. The school website provides a great deal of parent/student/school information including: calendars, school announcements, and teacher email addresses. Quarterly Parent Newsletters will be dispersed hard copy/electronically. The website will also provide important parent information ranging from our academic programs, to our monthly calendar. If parents are not satisfied with the school’s Title 1 program, concerns will be submitted to the District Title 1 office.

**Accessibility**

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116)].

All mailings, Title I information, and school documents will be made available to parents/family in English. Other languages are available upon request. Parent conferences and meetings will be translated as needed. Family workshops will be translated as needed. The Parent Involvement Plan will be posted on the school's website. American Sign Language (ASL) and Braille translations can be provided for those families who would benefit from the services. We will make every effort to provide full opportunities for parents with disabilities and those with special needs. Events will be advertised with flyers, on the website, in the newsletter both English and Spanish. Transportation can be provided to families with the use of the Title I Parent Involvement van. Parent Link will give parents the opportunity to choose to hear the message in English or Spanish.

**Discretionary Activities**

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

\_x\_\_Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.to the Title 1 Crate for the school year

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**Upload Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116].  
  
Upload an electronic version of the Parent-School Compact.to the Title 1 Crate for the school year

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**Upload Evidence of Parent Involvement in Development of Parent-School Compact**

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116)].  
  
Upload evidence of parent input in the development of the compact to the Title 1 Crate for the **2018-2019** school year

## In this section you are reviewing the 2018-2019 parent involvement activities. You will need to put in the number of times you offered the events and how many participated

**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 | Title I Annual Meeting / Open House | 3 | 70 | Provide information to parents about the Title I program, and provide information that will help support academic achievement at home |
| 2 | Curriculum Night | 1 | 7 | flyers, Parentlink, agenda, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 3 | Family Science Night | 1 | 55 | flyers, Parentlink, agenda, sign-in sheets, photographs, informational handouts, parent evaluation (comment form) |
| 4 | Grandparents Breakfast | 1 | 54 | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms, invitations |
| 5 | AVID Parent Night | 1 | 35 | flyers, Parentlink, agenda, sign-in sheets, student created parent invitations, AVID contracts, parent evaluation (comment form) |
| 6 | Positive Behavior Support | 1 | 32 | flyers, Parentlink, Newsletters |
| 7 | Worskhops/Trainings as requested by parents | 3 | 121 | flyers, Parentlink, agenda, sign-in sheets, informational handouts, evaluations, surveys |
| 8 | Sixth Grade Orientation | 1 | 52 | flyers, Parentlink, agenda, sign-in sheets, informational handouts, evaluations, surveys |
| 9 | Donuts with Dads | n/a | n/a | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms |
| 10 | Parent-Teacher Conferences | 1 | 137 | parent conference logs, handout, parent evaluation/feedback |
| 11 | Muffins with Moms | n/a | n/a | Flyers, Agenda, handouts, sign-in sheets, workshop comments forms |
| 12 | SAC/PTO Meeting | 7 | 89 | Flyers, Agenda, Minutes, Handouts (if applicable), Sign-In Sheets |
| 13 | Arts Performances | 4 | 196 | Flyer, Agenda, Handouts, Sign-In Sheets, workshop comments |
|  |  | Total 24 | Total 848 |  |

**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 1116)].

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| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | School Newsletter: Provide expectation that teachers read the school newsletter with research-based articles on parent involvement | 8 | 55 | Research-based articles on parent/family involvement |
| 2 | Effective Parent Conferencing: provide evidence-based parent conferencing techniques | 1 | 5 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 3 | Google Chrome Book: model/demonstrate evidence-based uses of technology | 3 | 36 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 4 | Professional Learning Communities: provide a continuum of evidence-based interventions | 30 | 55 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 5 | School Messenger Training: demonstrate various uses of parent communication via Parentlink | 1 | 25 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 6 | Positive Behavior Support: provide a continuum of evidence-based interventions | 1 | 19 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 7 | Focus Professional Development demonstrate the importance of providing updated grade/assignment description information | 3 | 36 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 8 | Castle Professional Development: demonstrate various to schedule/document parent communication | 1 | 13 | Parent/family-teacher relationships are most effective when participants have frequent and open communication with each other |
| 9 | Student Led Conferences Professional Development: demonstrate how to involve students in reflecting on their work and sharing their progress with their families. | 1 | 11 | Providing teachers with the resources and tools to instruct students on leading a student led conference |

**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 | Parental Transportation | 1) Utilize our Parent Involvement Specialist to make home visits. 2) schedule flexible meeting times |
| 2 | Parental Work Schedules | Vary the days/times of school events so that families can participate. |
| 3 | Language other than English | 1) Secure interpreters for workshops/meetings 2) Provide translation at all parent involvement activities.2) Provide printed materials in all languages spoken. |
| 4 | Parents in Need | 1) provide information to help parents access services (health/social) |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

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| **count** | **Content/Purpose** | **Description of the Activity** |