

Beulah Middle School Title I, Part A Parental and Family Engagement Plan

Involvement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely manner, in the planning, reviewing, and improvement of Title I programs including involvement in the decision-making of how funds for Title I will be used. (ESEA Sections 1116)

| Focus Area | Evidence | X | Tentative dates/timelines |
|---|---------------------------------------|---|---------------------------|
| Parent and family engagement in the planning, reviewing, and improvement of Title I programs (including the decision-making process of how funds are used). | Title I Annual Parent Meeting | x | August 27, 2019 |
| | School Advisory Council Meeting (SAC) | x | August 27, 2019 |
| | Other (specify) | | |

Coordination and Integration with Other Federal Programs

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 {ESEA Section 1116}.

| Program | Coordination | X |
|---|---|---|
| Head Start | LEA cofunds Head Start for 185 children. These services are provided in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. | |
| Voluntary Pre-Kindergarten | Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities. | |
| Title I, Part C | Migrant families participate in an LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities. | X |
| Title I, Part D | Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs. | |
| ESOL-Title III | Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals. | X |
| Title IV, Part A | Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA. | X |
| Carl Perkins Career and Technical Education Act | Provides funds to increase the quality of career and technical education. | |

| | | |
|------------------|--|---|
| Title IX, Part A | Provides hygiene items, school supplies, and tutors at area homeless shelters to support families. Assistance for housing, food, and other emergency support are available for families referred under Title IV. Counseling services and shelter based tutoring/parent training is available. | |
| IDEA | Provides students with a disability a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards. | X |

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequate Yearly Progress, school choice, and the rights of parents are covered at the annual meeting.

| Activity/Tasks | Evidence of Effectiveness | X |
|--|-------------------------------|---|
| Develop meeting materials | Announcement | |
| | Agenda | |
| | Sign in sheet | X |
| | Handouts | |
| | Customized Title I powerpoint | |
| | Other (specify) | |
| Advertise/publicize event | School Messenger | |
| | School Calendar | X |
| | School Newsletter | |
| | School Marquee | |
| | Social Media | |
| | Flyer | X |
| | Website | X |
| | Other (specify) | |
| Title I Parent Meeting/ Documentation | Sign In Sheet | X |
| | Agenda | |
| | Powerpoint | |
| | Minutes and Worksheet | X |
| | Photos | |
| | School Family Compact | X |
| | Evidence of Social Media | |
| | Survey (for parent input) | |
| | PFEP Template | X |
| | Other (specify) | |

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. How will the school provide with Title I funds, transportation, child care, or home visits, as such services related to parental engagement {ESEA Section 1116}.

| Flexible Meetings | Description of Meetings/Activity | X |
|--------------------|--|---|
| Morning meetings | Meetings will be offered before school | X |
| Afternoon meetings | Meetings will be offered during/after school | |
| Evening meetings | Meetings will be offered before, during and after school | X |
| Transportation | Title I funds budgeted for transportation | |
| Child care | Title I funds budgeted for child care | |
| Home Visits | Title I funds budgeted for home visits | |
| Other | | |

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their children {ESEA Section 1116}.

Building Capacity of Parents

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, and building relationships with the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents assist parents/families to work with their child. Include information on how the school will provide other reasonable support for parent/family engagement activities under {ESEA Section 1116}.

| # | Topic - Title of Activity | Person Responsible | Materials/Training Provided to Parents/Families | Tentative Date/Time (is it flexible?) | Documentation Evidence (announcement, agenda, sign in sheet, evaluation, etc.) |
|---|---------------------------|--|--|--|---|
| 1 | Literacy Day | Admin ELA/R Department Chair | Prior to literacy night activities, the schools FSA Reading Data will be shared during a ppt presentation. Teachers will also talk one on one with parents and will be on hand to speak to parents one on one for more clarification and ways to help their child at home. | October 22 (Flexible) | The event will be announced through call outs, flyers, sign in sheet and parent survey. |
| 2 | Math Day | Admin Math Department Chair | Prior to practicing in hands on math concepts, the schools Math Data will be shared during a ppt presentation. Teachers will be on hand to speak to parents one on one for parents for clarification and ways to help their child at home. | November (Flexible) | The event will be announced through call outs, flyers, sign in sheet and parent survey. |
| 3 | ELA Day | Admin Media Specialist ELA/R Department Chair | Prior to participating in FSA ELA practice activities, the schools ELA Data will be shared during a ppt presentation. Teachers will be on hand for parents to clarify information and discuss ways to help their child at home. | January (Flexible) | The event will be announced through call outs, flyers, sign in sheet and parent survey. |
| 4 | Science Day | Admin Science Department Chair | Prior to participating in hands on Science experiments, the schools Science data will be shared during a ppt presentation. Teachers will be on hand for parents for clarification and to discuss ways to help their child at home. | March (Flexible) | The event will be announced through call outs, flyers, sign in sheet and parent survey. |
| 5 | History/Civics Day | Admin History Department Chair | Prior to participating in a gallery walk, the schools Civics data will be shared during a ppt presentation. Teachers will be on hand for parents for clarification and to discuss | April (Flexible) | The event will be announced through call outs, flyers, sign in sheet and parent survey. |

| | | | | | |
|--|--|--|-----------------------------------|--|--|
| | | | ways to help their child at home. | | |
|--|--|--|-----------------------------------|--|--|

Staff Development

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff leaders and other staff with the assistance of parents/families and the school. How to value and utilize the contributions of parent/families. How to reach out to, communicate with and work with parents/families as equal partners. How to implement and coordinate parent/family programs, and build ties between parents/families and the school. {ESEA Section 1116}.

Focus Areas for Staff Development

| | |
|---|---|
| A | Value and utility of contributions of parents and families. |
| B | How to reach out to, communicate with and work with parents/families as equal partners. |
| C | Implementing and coordinating parent/family programs. |
| D | Building ties between parents/families and the school. |

| # | Topic - Title of Activity | Person Responsible | Anticipated Parent Engagement Focus Area (list the focus area/s) | Tentative Date | Documentation Evidence (agenda, sign in sheet, etc.) |
|---|---|--------------------|---|--------------------------------------|---|
| 1 | Make the Connection Writing Across the Curriculum | Teacher Led PD | Professional learning for all departments, ELA writing standards | August in-service | Sign in sheet |
| 2 | Autism | Teacher Led PD | Students with disabilities | August in-service | Sign in sheet |
| 3 | Book Study (ELA/R department) | Teacher Led | Engaging students in the classroom | September | Agenda, sign in sheet |
| 4 | Department level meetings monthly | Teacher Led | Standards | Monthly 2nd Wednesday of every month | Sign in sheet |
| 5 | UDL strategies monthly training | Julie Kaple | Scaffolding for success | Monthly | Sign in sheet |

Communication

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the achievement levels students are expected to obtain;
- 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 children and
- If the school wide program plan is not satisfactory to the parents of participating children, the school will submit the parents' comments with the plan that will be made available to the local education agency {ESEA Section 1116}.

| Communication Focus Areas | Type of Activity | X | Evidence of activity |
|--|-------------------------------|---|--|
| How does the school communicate timely information about the Title I program? | Title I Annual Parent Meeting | x | sign in sheet |
| | SAC | x | sign in sheet |
| | Electronic Communication | x | email, sign |
| | Mail Out to Parents | | |
| | Family Nights | x | sign in sheet |
| | School Website | x | announcement |
| | School Messenger | x | the principal calls out the week prior to the event |
| | Flyers | x | posted throughout the school and sent home with students |
| | Other School Info App | x | t |
| How does the school communicate timely information about curriculum, assessment, and achievement? | Title I Annual Parent Meeting | x | sign in sheet |
| | Family Nights | x | sign in sheet |
| | Newsletters | | |
| | Open House | x | sign in sheet |
| | SAC | x | sign in sheet |
| | Website | x | announcement posted |
| | FOCUS | | |
| | RTI Parent Meetings | x | teacher/parent forms |
| | Conferences | x | teacher/parent conference sheet |
| | Other | | |
| How does the school offer opportunities for regular meetings for parents to participate in making decisions and give feedback? | SAC Meetings | x | sign in sheet |
| | PTA Meetings | x | sign in sheet |
| | Conferences | x | teacher/parent conference sheet |
| | Other | | |

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents. Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable, uniform format and in a language that parents/families can understand.

| | |
|--|---|
| Describe the opportunities that families have to fully participate in their child's education. | <ul style="list-style-type: none"> • SAC meetings • Family Fun Mornings/Nights • Parents who wish to volunteer are encouraged to come as much as possible to help out with various activities throughout the school year. • Parents are asked by teachers to join students' Google classrooms as a way to see student assignments and communicate with teachers. |
| Describe how the school will share information to families in an understandable, uniform format, and in different languages as needed. | Weekly call out to parents, newsletters home, Beulah Middle School Facebook page, letters home and our Beulah Middle School webpage are all ways that we will strive to provide information to parents in an understandable, uniform format. ESOL students whose parents do not speak English will be provided with an interpreter within 24 hours or sooner. The information will also be transcribed in the parent's native tongue. |

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.)

| # | Activity | Description of Implementation Strategy | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
|---|----------|--|--------------------|---|----------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

Barriers

Describe the barriers that hinder 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 disabled, have limited English proficiency, and parents/families of migratory children) {ESEA Section 1116}.

| Barrier(s): Including the Specific Subgroup | X | Plan of Action (Steps to overcome) |
|--|----------|--|
| Language | | |
| Disabilities | | |
| Transportation | | |
| Child Care | | |
| Schedule | x | Offer morning times for parents as well as night. |
| Homelessness | | |
| Communication | | |
| No WiFi Availability | x | Offer printed information for parents sent by mail or students |
| Other | | |

Assurances about the Parent and Family Engagement Plan

I, **Wilson Taylor**, 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 district, state and federal staff for a minimum of five (5) years. 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 ESEA Section 8101;
- 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 (a)(3)(b);
- Plan was jointly developed/revised with parents and distributed to our families and the local community {Section 1116 (b)(1);
- Engage parents and families, 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 1116 (c)(3);
- Use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to review, if necessary, the school's Parent and Family Engagement Plan {Section 1116 (a)(E);
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment {Section 1112 (e)(1)(B)(i);
- 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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned {Section 1112 (e)(1)(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 1112 (e)(1)(A).

Signature of Principal or Designee

Wilson Taylor/ Marietta Britt-McCaskill

Date Signed (2019-2020)

August 21, 2019

(typed signature denotes approval of PFEP)