

(Hardee Junior High School) Parent and Family Engagement Plan (PFEP) 2017-2018

I, Suzanne Stagg, 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 9101(32), 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 1118(b)(1) and (c)(3)];
- 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 (b)(1)];
- 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 school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- 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(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school shall submit parent comments with the such plan when the school submits the plan to the local educational agency [Section 1116(c)(5)];
- 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 1111(h)(6)(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 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 (h)(6)(A)].

Signature of Principal or Designee

Date Signed

Engagement 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 [Sections 1116c(3), 1114(b)(2), and 1118(a)(2)(B)].

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(a)(2)(D) and 1116(e)(4)].

| count | Program | Coordination |
|-------|--|--|
| 1 | Individuals with Disabilities Education ACT (IDEA) | Provide information to parents about the resources available upon development of the student's IEP. |
| 2 | 5th grade Moving Up | We will provide a transition day for 5th grade students to visit the Hardee Junior High campus. |
| 3 | Parent/Student Compact | Teachers and parents will sign a contract to become partners in their child's education |
| 4 | Migrant/ELL Afterschool Program | Title 1 Part C and Title 111 will fund an afterschool program for Migrant/ELL students in an effort to increase reading and math skills. |
| 5 | Migrant/ELL Services | Title X will provide school supplies, meals and social services as needed. |

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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), 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(c)(1)].

| Count | Activity/Tasks | Person Responsible | Timeline | Evidence of Effectiveness |
|-------|----------------------------------|-------------------------------|--------------|--------------------------------|
| 1 | Title I Parent Night/Data Review | Principal/Assistant Principal | October 2017 | Parent surveys, sign in sheets |

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|---|---|---|--------------|--|
| 2 | Develop agenda, handouts and PowerPoint that address the Title I requirements and rights of parents | Assistant Principal | October 2017 | Copies of agenda, handouts and presentation |
| 3 | Develop and disseminate invitations | Assistant Principal/ Parent involvement committee | October 2017 | Copy of flyer with date, posting on school website, placed in school newsletter |
| 4 | Advertise event | Assistant Principal/ Parent involvement committee | October 2017 | Posting on school web site and on school marquee. Phone call to parents. |
| | Maintain documentation | Assistant Principal | October 2017 | Sign-in Sheets, documentation box will be maintained in Assistant Principal's office |

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(c)(2)].

Response: Many schools offer an additional meeting time in the morning as well as the evening. Parent-teacher conferences are also scheduled during the first nine weeks grading period with every parent at flexible times. Throughout the year, parents and teachers will meet both in person and by phone to discuss student progress, assessments, and academic achievement standards as needed.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental and family involvement, in order to ensure effective involvement of parents and families to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e)]. 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(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1116(e)(14)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|--------------|---|---|---|------------------------------------|---|
| 1 | Parent Information Meetings: To inform parents about FSA, End of Course Exams, curriculum, and strategies to help prepare their children. | Grade level teams, academic departments, and Literacy Coach | Student achievement on FSA due to parental involvement | On-going | Parent sign-in sheets, Evaluation forms |
| 2 | Parent-Teacher Conference: Discuss student achievement/assessments | Classroom teachers | Teachers will hold individual parent conferences as needed to discuss each child's assessment results/progress | On-going | Conference Schedules |
| 3 | Parent data chats: Distribution of materials/Discussion of standards, district benchmarks, /FSA | Grade level teams, academic departments, and Literacy Coach | Provide parents with information on the progress of their child | On-going | Parent sign-in sheets, Evaluation forms |
| 4 | Open House | Parent Involvement Committee | Teachers will meet with parents who could not attend beginning of the year Open House. | August 2017 | Parent sign-in sheets |
| 5 | Recognition of science fair projects | Science Teachers | Science FCAT scores need to increase, by exposing parents to science, we increase parent involvement and student interest. | January 2018 | Parent sign-in sheets |
| 6 | AVID Parent Meeting | AVID Site Team | AVID strategies and updates will be shared with parents so they can assist with homework and share in their child's academic success. | First semester and second semester | Parent sign-in sheets |
| 7 | Parent Data Chat | Literacy Coaches, Grade Chairs, Teachers | Parent awareness of academic requirements for student success | October 2017 | Parent sign-in sheets |

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, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1116(e)(3)].

| count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
|-------|--|--|---|-------------|---|
| 1 | Title I Information Training for School Staff | Assistant Principal | Provide information to staff on communicating with parents and providing resources to support learning at home. | On-going | Sign in sheets, Agendas |
| 2 | Title I Informational Meeting with Assistant Principals | District Title I Staff | Provide information to principals on working with parents and Title I regulations | August 2017 | Sign-in Sheets, Evaluations |
| 3 | Monthly newsletter/faculty meetings: Value of parental involvement | Assistant Principal/Parent Involvement Committee | Improve the ability of staff to work with parents by providing best practice examples | On-going | Copies of newsletters/faculty meeting agendas for documentation |

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 (e)(4)].

Response: Parent Resource Room resources are provided at schools and can be accessed through the guidance department.

Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

- Timely information about the Title I programs [Section 1116(c)(4)(A)];
- 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 [Section 1116(c)(4)(B)];
- 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 1116(c)(4)(C)]; and
- If the school-wide program plan under Section 1114 (b)(2) 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(c)(5)].

Response: At the beginning of the year, parents are invited to an Open House. During the Open House, parents will be given copies of the school information, which includes detailed information about the school wide expectations, Dress for Success Plan and opportunities for participation in decisions related to the education of their child. Parents are invited to visit the children's classrooms and meet the staff. During the visit, teachers will provide parents with additional information about the class expectations, the assessments, and how parents can help at home. The same information will be available in the office to any parent who was unable to attend Open House. Parents will learn about the school-wide program, how to schedule parent-teacher conferences, and opportunities to provide input in decisions related to the education of their child. Sign-in sheets for the meetings will be maintained in the Title I box in the Assistant Principal's office. Information about the Title 1 program is also distributed through district composed letters sent home with the students at the beginning of the school year. Also sent home at the beginning of the year is the Parent Compact. The Parent Compact is also reviewed at a parent conference during the course of the year. School and District websites, parent meetings and conferences, school newsletters, district curriculum grade level expectations, and parent flyer are used to inform parents about school-related activities. Student progress is monitored through student data reports weekly and quarterly progress reports and report cards. Students receive information for parents regarding their assessment results on FSA, and iReady Benchmark Assessments as these assessments are completed throughout the year. FOCUS is also available for parents to view their child's grades and monitor their progress on-line.

Barriers: Describe the barriers that hindered participation by parents in parent and family engagement activities during the previous school year. Include the steps the school will take during the upcoming school year to overcome the barriers and design more effective parent and family engagement policies (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(a)(2)(D)(i)].

| Count | Barrier(Including the specific subgroup) | Steps the School will Take to Overcome |
|-------|---|--|
| 1 | | |
| 2 | | |

Accessibility: Describe how the school will provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA 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(e)(5) and 1116(f)].

Response: All mailings, Title I information, and school documents will be made available to parents in English and in Spanish. 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(PIP) will be posted on the school's website in both English and Spanish. The PIP will be summarized in a flyer printed in both English and Spanish and be provided to all parents. The flyer will outline the major components of the PIP. In addition, hard copies of the PIP will be available in the office, the Public Library and District Office.

The school will have opportunities both during and after school to encourage parent involvement. Activities will be advertised on the school marquee, in the local newspaper, and through notes or flyers sent home with students. Edulink, the phone call out system, will be used to promote family involvement activities in both English and Spanish. A monthly newsletter, Cat's Connection, is distributed to all parents, students, and staff. It is available in both English and Spanish. Parents are also encouraged to

utilize the school website where activities and parental resources are available electronically. We also utilize the student planners for announcements and parent communication.

Parents are also provided regular reports of academic progress through report cards, weekly interms, progress reports, FOCUS, and completed assignments. Invitations to school meetings and conferences go home with the students and are provided in both languages. Regular meetings between parents and teachers are encouraged to check on and/or monitor progress. If an interpreter is required, bilingual staff members are available to assist.