

# **Title I, Part A 2021-2022 Parent and Family Engagement Plan for**

## **Harns Marsh Middle School**

I, Alex Dworzanski, 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**

#### **Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

#### **Certifications**

The school will inform/notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific classroom or grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

#### **School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

## Policy Involvement

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b) except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

The school will provide parents of participating children with:

- a timely information about programs under this part;
- a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and
- 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, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

## Shared Responsibilities for High Student Academic Achievement

The school will jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;

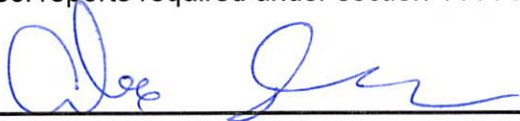
(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;

- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities;
- ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### Accessibility

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.



Signature of Principal or Designee

4-15-21

Date Signed

## Parent and Family Engagement Plan

In support of strengthening student academic achievement, **Harns Marsh Middle School**, receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

**Harns Marsh Middle School** agrees to implement the following requirements as outlined by Section 1116:

- Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand.

- If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) families play an integral role in assisting their child's learning;
- (B) families are encouraged to be actively involved in their child's education at school;
- (C) 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; and
- (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

## JOINTLY DEVELOPED/INVOLVEMENT OF PARENTS

**Harns Marsh Middle School** will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

count	Program	Coordination
1	IEP	Provide information on expectations and how parents can support their children. As well as their child's current progress.
2	ESOL	Provide information on expectations and how parents can support their children. As well as their child's current progress.
3	504	Provide information on expectations and how parents can support their children. As well as their child's current progress.
4	MTSS	Provide information on expectations and how parents can support their children. As well as their child's current progress.

5	Academic Reviews	Provide information on expectations and how parents can support their children. As well as their child's current progress and advice on how to improve academically.
6	Parent/ Teacher Conferences	Provide information on expectations and how parents can support their children. As well as their child's current progress.
7	Parent Support for Academic Programs at HMMS	Provide information on expectations and how parents can support their children. As well as using ALEKS, AR, School Messenger, Focus, Castle and Peachjar.
8	SAC meetings	Work with community members and parents on developing SIP goals and Parent & Family activities during the year.
9	Title I meeting	Work with community members and parents overlooking Parent & Family budget/expenditures. Overlook at data for class achievement gap. Also utilize this time to present Title I powerpoint.

## ANNUAL TITLE I MEETING

**Harns Marsh Middle School** will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	A Title I Annual Meeting	Administration, Parents, School Staff, Classroom, Teachers, Parent Involvement Specialist	TBD	Flyer, agenda, sign-in sheets, meeting minutes(summary/synopsis of parent comments and questions) Annual Title I Parent Survey

2	Open House	Administration, Parents, School Staff, Classroom, Teachers, Parent Involvement Specialist	TBD	Flyer, agenda, sign-in sheets, meeting minutes(summary/synopsis of parent comments and questions) Annual Title I Parent Survey
3	Parent will review the parent compact	Administration, Parents, School Staff, Classroom, Teachers, Parent Involvement Specialist	TBD	Flyer, agenda, sign-in sheets, meeting minutes (summary/synopsis of parent comments and questions) Annual Title I Parent Survey

## COMMUNICATIONS

**Harns Marsh Middle School** will take the following actions to provide families of participating children the following:

- Timely information about the Title I programs
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand:

- **All social media platforms, School website, Front office for viewing purposes, School messenger, Marquee, and Peachjar**

## SCHOOL-PARENT COMPACT

**Harns Marsh Middle School** will take the following actions to jointly develop with families of participating children a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

- School-Parent Compacts will be composed during the August SAC ZOOM meeting for parents and community to provide feedback. Jointly we will develop the school compact and create a plan for dissemination.
- School compact will also be posted to peachjar for them to provide feedback.

## RESERVATION OF FUNDS

**Harns Marsh Middle School** will take the following actions to involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- Welcoming feedback by parents and the community by surveying the parents via the PFEP input form.
- Integration of parents input will take place during our Title I annual meeting and be a topic of discussion at every event held at the school for our families and the community.

## **COORDINATION OF SERVICES**

**Harns Marsh Middle School** will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children by:

- HMMS will coordinate with business partners and the community by having one representative from each partner present at our events. This includes invites to SAC meetings, Curriculum night, Reading night, Math night, Science night, etc. in which they will also have time to inform parents/ community about their services.
- Business partners include the following:
  - AXA, Culvers, Hoarse Mann, Suncoast Credit Union, Grand Canyon University, Panera Bread, Publix, District Curriculum Specialist, Walmart, Olive Garden, Staples, Valic Financial Advisors, Joann Fabrics, Dunkin Donuts, Perkins, Five Guys, Chick-Fil-A, and Strawbridge Studios Inc.

## **Evaluation of the 2020-2021 Parental Involvement Activities**

### **2020-2021 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.

<b>Activity</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Impact on Student Achievement</b>
1	Title 1 Annual Meeting/SAC/PTO	5	79	Parents were able to make inputs at every SAC meeting for student integration and parent and family engagement. Title I meetings were used to discuss Title I funds as well as develop school compact and plan for dissemination.
2	Open House	1	1898	Parents were able to tour the school and meet their students' teachers. Teachers were able to discuss expectations and curriculum.

3	HMMS School Choice Open House	1	250+	Parents were able to tour the school and meet all 6th grade teachers. They were also informed on the various programs that HMMS offers. Alongside, they were able to learn of the sports offered at our school.
4	FOCUS Night	1	20	HMMS integrated a FOCUS and showed parents the steps to take in order to progress and monitor their students for better student achievement.
		<b>Total: 8</b>	<b>Total: 2247</b>	

## 2020-2021 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]].

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	PLC's	32	90	PLC's are used to evaluate data, design lessons and assessments, and strategies to close the achievement gap.
2	CHAMPS Training	2	41	CHAMPS translates the research on effective classroom and behavior management into easy-to-implement steps for classroom teachers. CHAMPS will help classroom teachers to structure their classrooms to prompt responsible student behavior. Overtly teach students how to behave responsibly in every classroom situation. Focus more time, attention, and energy on acknowledging responsible behavior to ensure that they will respond in a brief, calm, and consistent manner.
3	Learning Focused	5	90	Learning Focused is used to create a mindset shift from knowing what the practices and strategies were to identifying the why and the when to use them to have the greatest impact on student growth.

4	ADI Training	1	16	Teachers learned how to use the disciplinary core ideas and practices from science, mathematics, and engineering to better understand the world or to develop solutions to problems.
5	Read 180 Training	3	12	A blended intervention program to help build reading comprehension, academic vocabulary, and writing skills for struggling students.
6	Castle/ FOCUS Training	1	90	Used to help navigate programs in order to maintain classroom accountability, grades, and disciplinary accountability.
7	Disciplinary Training	1	90	Used to help teach behavior card and referral step processes. At this training, teachers would be exposed to different behaviors and consequences to have a better understanding.
8	APPLES 1.0	13	40	Mentors and Mentees participated in this meeting. Best practices to use in the classroom for discipline and curriculum.
9	Mental Health Training	1	100	Teachers became familiar with e2020 delivery system for the mental health curriculum to help students. They learned strategies and techniques to answer student produced questions.
10	Infrastructure and Testing Training	1	90	Teachers became familiar with the infrastructure platform for state testing. They were able to create, start, and stop a test.
		<b>Total: 59</b>	<b>Total: 659</b>	

## 2020-2021 Barriers Summary

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].

#	Barrier (Including the specific subgroup)- Be specific	Steps you put in place to overcome barriers - Be specific
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1	Transportation	School is provided a minivan used to transport parents if case need be. Meetings are also posted online for viewing purposes if transportation is not available. Feedback is always welcomed.
2	Time conflict	School has provided flexible times for parents to assist all events by have some events in the morning and others in the evening time.

## Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier 1 –Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier 2 –Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier 3 –Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier 4 –Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

## NEW 2021-2022 Parental Involvement Activities

### 2021-2022 Building Capacity Activities

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]].

**Parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Title 1 Annual Meeting/SAC/PTO	Yolaine Martin/ Noelia Martinez	Parents were able to make inputs at every SAC meeting for student integration and parent and family engagement. Title I meetings were used to discuss Title I funds as well as develop school compact and plan for dissemination.			
2	Open House	Yolaine Martin	Parents were able to tour the school and meet their students' teachers. Teachers were able to discuss expectations and curriculum.			
3	HMMS School Choice Open House		Parents were able to tour the school and meet all 6th grade teachers. They were also informed on the various programs that HMMS offers. Alongside, they were able to learn of the sports offered at our school.			
4	FOCUS Night		HMMS integrated a FOCUS and showed parents the steps to take in order to progress and monitor their students for better student achievement.	Sep.	Tier 4 <a href="https://www.leeschools.net/our_schools/focus">https://www.leeschools.net/our_schools/focus</a>	

## 2021-2022 Staff Training Activities

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)].

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	PLC's	Department Head	PLC's are used to evaluate data, design lessons and assessments, and strategies to close the achievement gap.	Weekly	Tier 4 <a href="https://www.insighteducationgroup.com/plc-supporting-teacher-effectiveness-project">https://www.insighteducationgroup.com/plc-supporting-teacher-effectiveness-project</a>
2	CHAMPS Training	Admin	CHAMPS translates the research on effective classroom and behavior management into easy-to-implement steps for classroom teachers. CHAMPS will help classroom teachers to structure their classrooms to prompt responsible student behavior. Overly teach students how to behave responsibly in every classroom situation. Focus more time, attention, and energy on acknowledging responsible behavior to ensure that they will respond in a brief, calm, and consistent manner.	Twice a year	Tier 4 <a href="http://www.safeandcivilschools.com/services/classroom-management.php">http://www.safeandcivilschools.com/services/classroom-management.php</a>
3	Learning Focused	Admin	Learning Focused is used to create a mindset shift from knowing what the practices and strategies were to identifying the why and the when to use them to have the greatest impact on student growth.	Every other week	Tier 4 <a href="https://learningfocused.com/teacher-professional-development/">https://learningfocused.com/teacher-professional-development/</a>
4	ADI Training	Science Department	Teachers learned how to use the disciplinary core ideas and practices from science, mathematics, and engineering to better understand the world or to develop solutions to problems.	Once a year	Tier 4 <a href="https://argumentdriveninquiry.com/programs">https://argumentdriveninquiry.com/programs</a>