***2024 – 2025***

***Parent and Family Engagement Plan***

\_\_\_\_\_\_\_\_\_Fairview Middle School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***School***

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| **Meeting Date:** | **Approval Date:** | **Mid-Year Review:** | **End-of Year Review:** |
| **April 18, 2024** |  |  |  |



**2024 – 2025 Parent and Family Engagement Plan**

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| **School Name** | **Fairview Middle School**  |
| **LEA** | **Leon County Schools** |

I, \_Eileen Mayer \_, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101, ESEA; as amended by ESSA.
* Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
* Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
* Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.

* Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school’s parent and family engagement plan.

* If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.

* Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.

* Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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**Signature of Principal Date Signed**

**Mission Statement**

Parent and Family Engagement: Mission Statement (Optional)

**Response**:

It is our mission to provide opportunities to engage families in activities centered around the needs of our community, support the students and parents in the fulfillment of increasing student achievement and provide a foundation for our students to become responsible, respectful, and independent learners equipped with the critical thinking skills necessary to compete in our global society.

**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 parent and family engagement will be used [Sections1116].

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| **Response:**  |

Opportunities for parent input will be provided throughout the school year. Parents can provide input through anonymous surveys, after events and directly with administrator.

We will continue to build our Parent Teacher Student Organization and use this group as portal to help understand the needs of our families and the community that we serve.

We will continue to provide families with a tentative calendar of events with topics listed. This calendar will be provided in advance. We will provide parents with an opportunity to be involved and share insight on the day of the week and time of day that will meet their needs.

 Activities and events that utilize a funding source will be presented for input. The use of funds will be reviewed and voted on during School Advisory Council (SAC) when the drafted plan is presented.

Notification of upcoming events will be provided at least two weeks in advance. Focus, social media, flyers, marquee, Peachjar will be used to share upcoming events.

**Coordination and Integration**

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, 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 V [Section 1116].

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| **Count** | **Program** | **Coordination** |
| 1 | Title I “Back to the Basics” | Provide training for parents and students on how to use Focus and remediation programs such as Moby Max, Acaletics, Aleks-, Canvas, Plato, etc.  |
| 2 | Title I | Prepare parents for the transition to middle school. This will be done with incoming 6th graders at the end of the first grading period. We will discuss organizational skills, discipline. Prepare parents for the transition to high school. This will be done with 8th grade students transitioning to high school. We will discuss course graduation requirements and the programs available at different schools.  |
| 3 | Title II Academic Services  | Provide training and support to teachers on the MTSS process, 504 plans, IEP’s, support facilitation, disaggregating data, FAST testing, behavior intervention plans, etc.  |
| 4 | Title I Staff Development  | Purchase training material, supplemental materials and provide opportunities for subject area professional development and grade level collaboration.  |
| 5 | Title III | Provide ELL services for students and families. Provide training for ELL Coordinator to assist families, supply translation devices to assist with learning and communicating the English language, parental involvement activities to assist families with learning the culture and understanding the education system.  |

**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 or targeted assistance), Adequate 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]. **\*Include translated version of all documents.\***

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| **Steps** | **Annual Title I Meeting(s) Activities/Tasks** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| A | Determine date for Annual Title I Meeting | Administration/ Parent Liaison | July  |  |
| B | Prepare presentation, handouts, and agenda | Parent Liaison | August/September 2024 | AgendaPresentationHandouts |
| C | Create notification informing families of the meeting (include translated versions) | Parent Liaison | August/September 2024 | Copy of notification  |
| D | Create sign-in sheet “Annual Title I Meeting” (include school name; date; location; time; parent/guardian’s name; student name(s); phone number; email address; and role) and create evaluation | Parent Liaison | August/September 2024 | Copy of notification  |
| E | Distribute initial meeting notifications at least three (3) weeks prior to the meeting date | AdministrationMedia SpecialistTech Con | At least three (3) weeks prior to the meeting | Copy of: notification, survey results |
| F | Distribute notices via various platform i.e. website; social media; marquee; Parent Portal; Remind, student agenda book | AdministrationMedia SpecialistTech ConTeachers | One (1) week prior to the meeting | Copy of: notification, survey results |
| G | Conduct meeting and record minutes | Parent Liaison | August/September 2024 | Copy of: sign in sheets, agenda, minutes. |
| H | Provide opportunities for feedback | Parent Liaison | August/September 2024 | Copy of: Parent Feedback forms, survey results |
| I | Complete and upload required documentation for compliance to SharePoint folder | Parent LiaisonCompliance Contact | By September 30, 2024 | Copy of: notification, agenda,minutes, sign in sheets, presentation, handout, survey results |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

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| **Response:**  |

Opportunities will be provided for parents to meet in both the mornings and evenings to accommodate work schedules. This may be virtually and/or in person. In an effort to meet the needs of families, a needs survey will be provided to see if transportation, homework help or childcare is needed for attendance.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

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| **Family Capacity Building: Content and Type of Activity** | **Person(s)****Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Annual Title I Meeting  | Administration/Parent Liaison | To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, and ways to support academic achievement. | By September 30th | * Survey results
* Attendance log
* Agenda
* Notification of Meeting
 |
| Back to the Basics  | Guidance Counselors,Academic Coaches, IB Coordinator  | To increase families understanding of how to access technology used to support academic achievement, to monitor their child’s academic progress, attendance, etc. | Fall 2024 | * Agenda
* Notification of Meeting
* Sign in sheets
* Survey results
 |
| Lunch and Learn  | Math and Reading Coach | Review FAST scores, conduct data chats with parents and students, discuss Saturday School.  | Fall 2024 | * Agenda
* Notification of Meeting
* Sign in sheets
* Survey results
 |
| Transition Event | Administration, Dept Chairs and or Team Leaders, Guidance Counselors  | Welcome in-coming 6th graders and familiarize them with middle school and its processes. Prepare 8th graders for the transition to high school, graduation requirements, course offerings, CTE opportunities.  | Fall 2024Spring 2025  | * Agenda
* Sign in sheet
* Flyers
* Parent survey
* Climate survey
 |
| STEAM Night  | Science and Math Department | To increase knowledge of STEM standards and provide at-home learning activities | Spring 2025 | * Agenda
* Sign in sheet
* Flyers
* Parent survey
* Climate survey
 |

**Staff Training**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

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| **Staff Capacity Building: Content and Type of Activity** | **Person(s)****Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Data Chats | Administration,Instructional Coaches, Teachers | Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents | On-going | * Progress monitoring assessment results
* Benchmark assessment results
 |
| Annual Title I PFE Training | Administration,Parent Liaison | Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.  | By September 30, 2024 | * Parent survey results
 |
| Collaborative Instruction | Administration, ESE teachers, teachers. | Increase academic achievement for exceptional educational students receiving instruction in Gen Ed classes and assist Gen Ed teachers the meeting the individualized needs of ESE students.  | On-going  | * Lesson plans
* Student grade reports
* IEP’s
 |
| Effective Parent Communication | Administration,Guidance Counselors, Teachers  | Staff will be equipped with strategies designed to foster, strengthen, and improve communication with families.  | On-going  | * Parent survey results
* Sample parent communication documents
 |
| Targeting bottom 25% and maintaining proficiency  | Coaches and Administration. | Teachers will be provided with training opportunities to assist students in the bottom 25% gain growth and assist proficient students with maintain proficiency.  | On-going | * Data
 |
| Understanding students with disabilities and behavioral interventions | Program specialist for behavior  | Teachers will have a better understanding of students with disabilities and how to manage behaviors so that they do not interfere with learning.  | Fall 2024 and Spring 2025 | * Data (referrals)
* IEP goal progress
* Teacher input from annual IEP meetings
* Teacher input from 504 meetings.
* Parent survey results
 |

**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 [ESEA Section 1116].

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| **Response:**  |

The Parent Resource Area is available in the front office for parents to access technology (Focus, Canvas, emails and other resources. We will continue to work with coordinators assigned to families to assist with the school-home connection (address needs-transportation, academic concerns, scheduling parent-teachers conferences with translators included, making documents available in native language

**Communication**

Describe how the school will provide the following under [ESEA Section 1116].

* Provide a description of how parents/families will be given timely information about the Title I programs.
* Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
* If requested by parents, how will the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
* Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

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| **Response:** |

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| Information about upcoming events will be provided two weeks prior in multiple ways- flyers, marquee and digitally. A tentative calendar of activities and events will be provided each semester to assist families with planning in advance. Flexible times and methods will be provided (virtual, mornings and afternoons with varying days of the week). All required information will be provided on the website, FOCUS Communications Systems and hard copies will be available. Parents will continue to be encouraged to participate in PTO, SAC and provide input and share needs and interests. Opportunities for survey completion will be provided. Initial contact will be made prior to Open House with information about Title I provided during the event. Title I will work closelywith 21st Century and other programs who share similar interests.  |

**Accessibility**

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

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| **Response:**  |

We will have materials printed in native language and will provide translation services as requested and/or as needed. ELL Coordinator will continue to assist with determining the needs of parents and students. Translation devices will be provided.

**Discretionary Activities** (Optional)

The Parent and Family Engagement Plan includes the following discretionary activities that the District, in consultation with parents, chose to undertake to build parents’ and families’ capacity for engagement in the school and school system to support their children’s academic achievement.

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| **Count** | **Content/Type of Activity** | **Description of Implementation Strategy** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | FAST Celebrations  | Celebrating students showing academic gains and maintain grade level proficiency.  | Coaches and Administration  | Increase academic gains. | After PM 2 and PM 3 |
| 2 | Parent Meetings | Meet with families of failing and truant students and at the end of the first semester. Determine their needs and provide support. Share the plan of support. | Social worker, administration, guidance counselors  | Increase academic achievement and attendance  | January 2025  |

**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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| **Barrier** | **Steps to Overcoming Barrier** | **Persons Responsible** | **Timeline** |
| Language | Translate school communications: flyers, emails, etc.; provide translators during parent and family engagement events, and as requested | School CounselorDistrict ESOL Department | On-going |
| Communication | Post flyers on school website; share notifications via Parent Portal, Remind, etc.; promote events | Administrators, Tech Cons, Teachers | On-going |
| Meeting Times and family responsibilities  | Providing opportunities to select times that are beneficial and removing responsibilities after meeting attendance (homework help for students and providing meals for evening events).  | Parent Liaison, Administration.  | On-going  |

**Provide a description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency and parents/families of migratory children)? [Section 1116].**

**Response:** Language: Our ELL population is growing rapidly and we want to ensure that they feel that they are a part of the school community. We will have materials printed in the native language and will provide translation services as requested and/or as needed.

Communication: Parents have addressed concerns about the lack of communication regarding upcoming events. We will ensure that information is shared in different ways.

Meeting times and family responsibilities: Providing different meeting times will help increase participation, evenings are tough sometimes for families. When we hold meeting activities, we will provide homework help for students and meals if funding is approved.

**Evaluation of the Previous School Year’s Parent and Family Engagement Plan**

**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 Activity Type** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on** **Student Achievement** |
| 1 | **STEAM Night**  | **1** | **59** | To increase knowledge of STEM standards and provide at-home learning activities |
| 2 | **Annual Title I Meeting**  | **1** | **421** | To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, academics |
| 3 | **Parent Bootcamp**  | **1** | **16** | To inform and to help families understand school procedures, the purpose of Title I programs, how Title I funds support the school, academics. |
| 4 | **Transition Event**  | **1** | **23** | Parent meeting with 8th grade students who were in need of academic support to transition to high school.  |
| 5 | **Lunch and Learn**  | **1** | **21** | Data chat with parents regarding FAST scores, student scores, grade level proficiency and interventions.  |

**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 (e)(3)].

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| **Count** | **Content and Activity Type** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on** **Student Achievement** |
| 1 | **Book Study**  | **5** | **45-52** | Increased engagement with parents and students. |
| 2 | **Faculty Meetings**  | **9** | **45-52**  | Increased communication on FAST |
| 3 | **FAST Administrator Training**  | **1** | **49** | Increased communication to teachers on testing procedures to ensure the testing environment meets the state requirements and individual needs of the students.  |
| 4 | **504 Plan and MTSS Process**  | **1** | **47** | Identify academic and behavior barriers and implement interventions.  |
| 5 | **Data Chats**  | **3** |  **28**  | Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents |

**Evidence of Input from Parents/family members**

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other documents with parent input).

Submit Parent and Family Engagement Plan with principal signature.

**Parent-School Compact**

Note: As a component of the school-level parent and family engagement 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(d)].

**Submit Parent-School Compact with principal signature.**

**Evidence of Parents/family members in development of Parent-School Compact**

Note: As a component of the school-level parent and family engagement 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(d)].

**Evidence of parent input in the development of the compact.**