



2020-2021

Title I, Part A Parent & Family Engagement Plan (PFEP)

I, Kim Feltner, 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;
- Involve the parents 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 & Family Engagement Plan (PFEP) and distribute it to parents of participating children and make available the PFEP to the local community;
- 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's Parent and Family Engagement Plan (PFEP) and the joint development of the School Improvement Plan (SIP);
- Use the findings of the PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP;
- 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 when the school submits the plan;
- 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;
- Provide each parent timely notice when their child has been assigned to or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified; 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.

Handwritten signature of Kim Feltner in black ink.

Signature of Principal or Designee

Handwritten date 7/28/20 in black ink.

Date Signed

****Please use the data from the school's survey(s) (*Advance Ed and 5Essentials*) to complete this Parent & Family Engagement Plan!**

Mission Statement (optional)

Parent & Family Engagement Mission Statement

Response: Deltona Middle School believes that parent involvement is essential to student achievement. The Parent & Family Engagement Plan strengthens our partnership with parents as we work together to teach children and continue with a Parent/Teacher/Student Association. At Deltona Middle School, we know that, through the collaborative efforts of all people who support our students, we will continue to excel at teaching the skills that children need to be productive members of society.

Engagement of Parents & Families

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.

Response: Parents will be invited and are encouraged to participate and become members of the School Advisory Council (SAC) which meets every four weeks. During SAC meetings parents will be provided information on the school's Title I allocation. SAC members provide input on the Parent & Family Engagement Plan (P&FEP) and the Title I budget, as well as all other plans related to school improvement. Parent surveys are also used to solicit parent input. Comments from parents are documented on SAC meeting minutes. One purpose of our Title I school is to review the P&FEP and the School Improvement Plan. The P&FEP is available on our website and there is a hard copy in the front office. Parents are encouraged to give suggestions on the use of Title I funds.

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 VI.

count	Program	Coordination
1	Title I, Part C	Parent support is offered through Student Reach Out services such as food assistance & school supplies programs for migrant students
2	Title IX, Homeless	Title IX Coordinator provides services to homeless families to ensure that students have school supplies, community resources, and transportation.
3	Title I, Part D	Transition plans are coordinated with the Department of Juvenile Justice with funds from the Neglected and Delinquent programs.
4	Title III	Parent Leadership Council Meetings are held at the district level for parents of ELL students to provide them with different trainings and orientations

Annual Title I 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), 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.

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Meeting should be offered a minimum of two times on different dates/times to accommodate parents' schedules.

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Establish Annual Title I Meeting dates and activities	Prin. & SAC	Sept. 1, 2020	Dates set on School Calendar and parent sign in sheets
2	Prepare agenda for Annual Title I Meetings	AP	Sept. 1, 2020	Completed agenda
3	Gather information on Annual Title I Meetings such as brochures and presentation outlining services	AP	Sept. 1, 2020	Materials preparedness for distribution
4	Train teachers about plans/goals of Annual Title I Meetings	Prin. & AP	Aug. 11, 2020	Faculty meeting agenda & sign in sheet
5	Advertise Annual Title I Meetings	Prin. & Teachers	TBD by district	Number of attendees, Survey, newsletter, flyer, website, automated phone messenger
6	Annual Title I Meetings	Teachers	TBD by district	Sign in sheets, agenda and parent survey

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 parent and family engagement.

Response: Workshops and meetings will be scheduled at different times to accommodate parents' varying schedules and availability. Guidance services are available for students/guardians before and after school. Meetings may be scheduled in the morning, afternoon, or evening. For example, activities such as SAC, Open House and Family Science Night, Hispanic Heritage Nights are held in the evening. Input for the School Improvement Plan is solicited from parents; we schedule input times in the morning, afternoon, and evening and during Open House to ensure that parents can participate. Teachers hold parent teacher conferences individually or by teams. Parents get information on student test scores and interventions that may be in place for a student, that are used to assist in closing the achievement gap. Offering virtual meeting opportunities will also increase the participation opportunity, provide flexibility for working parents as well as support social distancing during any health concerns.

Parent & Family Engagement Activities (Building Capacity)

Describe how the school will implement activities that will build the capacity for strong parent and family engagement, in order to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement. Describe the actions the school will take to provide materials and training to help parents and families work with their child to improve their child's academic achievement. Include information on how the school will provide other reasonable support for parent and family engagement activities as parents may request.

All events scheduled are dependent upon CDC guidelines & current pandemic situational circumstances. Altering activity/meeting format into an online meeting group will be considered to maintain and encourage family engagement.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Open House and Annual Title I Meetings	School Staff	Share expectations w/ parents for helping their children improve academic success.	Sept.2020	Sign-in sheets, Title I Survey
2	STEM Parent Night	STEM Lab teacher	Share expectations w/ parents for helping their children be better prepared for academics	Sept.2020	Increase in Academy enrollment
3	Focus Family nights	Principal	Provide academic information to parents detailing supports for their children's' academics	Fall 2020	Sign in sheets, parent input form
4	Hispanic Heritage Night	ESOL and World Lang. teachers	Celebrating the diversity of our student's heritages & respecting our differences.	Nov. 2020	Parent Input form
5	SAC Membership Training	SAC Chair	Parent membership/involvement in SAC will improve student academic achievement.	October 2020	Post sign in sheets

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, administrators, 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 and family engagement programs, and build ties between parents and schools.

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Building capacity	S. Seidel	Increased parent involvement in student's instruction should increase student achievement	Oct. 2020	Provide information to staff on increasing parent involvement and engagement
2	Volunteer and Business Partner	Office Specialists	Training how to implement parent programs and how to	Sept. 2020	Increased involvement from the community and more Business

	Training		utilize volunteers appropriately will improve student academic achievement.		partners
3	Title I Program Overview	Assistant Principals	Teachers will learn about what is offered through Title 1 services to support increased student achievement.	October 2020	Sign-in sheets, exit slips, agenda, presentation materials and minutes
4	Shared Decision Making	Denise Hulette	Training teachers and SAC members on importance of shared decision-making regarding school improvement decisions that support increased student achievement.	October 2020	Input of SIP, Parent Compact, Improved Student Achievement, PFEP
5	Technology Integration	Susan Seidel	Teachers will explore use of TEAMS, ZOOM & Outlook to increase family involvement and communication through alternative meeting/participation options utilizing technology rather than F2F.	Preplan 2020	Parent participation numbers, documented increased levels of communication

Communication

Describe how the school will provide parents and families 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 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; and
- If the schoolwide 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.

Response: Information about Title I programs will be provided through newsletters, booklets/brochures, and an informational PowerPoint shown during the Annual Title I Meetings. Curriculum and assessment information is shared by teachers at Open House, during parent teacher conferences and through newsletters. FSA/EOC information is sent home to parents via backpack and is also available on our website when provided by the state. Parents may provide input to the school via parent input forms, interim reports, and student report cards.

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 2020-2021

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.

Response: Information regarding parent activities are provided to parents via school website, SchoolMessenger phone messages, Twitter, Instagram and Facebook, newsletters, parent/teacher conferences, student backpacks, workshops, meetings and Open House. District information is available in English and Spanish. When requested, the District will provide a translator for other languages if school staff are not able to assist. Books and videos in Spanish are available through the ESOL teacher. ESOL paraprofessionals translate information for parents over the phone and at conferences. Offering virtual meeting opportunities will also increase the participation opportunity, provide flexibility for working parents as well as support social distancing during any health concerns.

Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the Parent & Family Engagement Plan (PFEP).

Please upload into SharePoint and keep copies for your records.

Upload School-Parent Compact

Note: As a component of the school-level PFEP, each school shall 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.

Please upload into SharePoint and keep copies for your records.

Upload Evidence of parent and family input in the development of the School-Parent Compact

Note: Submit copies of actual parent/family input supporting the development and revision of the School-Parent Compact (i.e. minutes, surveys etc.).

Please upload into SharePoint and keep copies for your records

Previous year's Parent & Family Engagement Plan (PFEP) Evaluation

Parent & Family Engagement summary (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. Include participation data on the Title I Annual Meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	STEM Academy/ Focus Family Night	1	300	Provide information to parents on how to help their children be better prepared for academics
2	Open House and Annual Title I Meetings	2	400	Provide information to parents on expectations on how parents can help their children improve academic success.
3	Hispanic Heritage Night	1	300	Celebrating the various cultures at our school makes students more active and prouder, thus increasing productivity
4	Science Family/Project Night	1	100	Provide information to parents on how to help their children be better prepared for hands on conceptual learning.
5	SAC Membership Training	1	11	Parent membership/involvement in SAC will improve student academic achievement.
6	STEM Family Night	1	200	Provide information to parents on how to help their children be better prepared for conceptual application of learning.

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Building capacity	1	96	Creating open communication w/ families creates increased opportunity for student academic success
2	Volunteer and Business Partner Training	1	72	Sharing value of community volunteers' w/ teachers
3	Title I Program Overview	1	96	Sharing opportunities of Title 1 resources w/ teachers to increase student achievement
4	Shared Decision Making	1	96 staff/15 SAC	Training teachers and SAC members on importance of school decisions that support increased student achievement.

Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement 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).

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time (SWD, ED and ELL)	Offering activities at various times with ample notice so parents may try to adjust work schedules.
2	Money (SWD, ED and ELL)	Seeking out business partners to support in providing food at events
3	Language {ELL}	Availability of translation services or adequate use of technology to create conversational opportunities. {Families from China, Bangladesh, Puerto Rico, etc.}

Best Practices (Optional)

Describe the parent and family engagement 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)

count	Content/Purpose	Description of the Activity
1	Implementing positive parent reach outs {phone, email, notes}	Done throughout year, but during COVID home education, increased efforts to communicate and build relationships with families & students
2		
3		
4		

**Please submit completed Parent & Family Engagement Plan (PFEP)
to your Title I Office Representative.**

***PFEP must be signed by the Principal and approved prior to
being uploaded into CIMS***

Approval check by PFE

DRAFT