

Yearling Middle School Title I, Part A Parent and Family Engagement Plan 2018-2019

I, **David Krakoff**, 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 family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlines in section 1116 of the Every Student Succeeds Act (ESSA);
- Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- Involve parents and family, 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;
- Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- If the plan for Title I, Part A, 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;
- Provide to each parent and family member 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 or has been taught for four (4) or more consecutive weeks by a teacher who has not met applicable state certification and licensure standards; 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.

Signature of Principal or Designee

Date Signed

1. FAMILY ENGAGEMENT

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 family engagement will be used.

YMS will start a tradition of holding a parent and community sessions one evening per nine weeks. During these sessions, we will make presentations to our community and open the floor for question-answer. We seek to involve parents and the entire community in building a positive culture of learning and high expectations. We will also empower our students by forming a committee of student leaders who will model and communicate expectations and rationale for goals in terms for student culture.

We also intend to have parents of YMS and parents throughout the community (community leaders) participating as active members of our School Advisory Council (monthly meetings). Having their input and support will give our youth an opportunity to see a community advocating for their educational success in the classrooms.

Parents will also have access to our monthly newsletters, social media and school website to be cordially invited to a plethora of events. The events whether academic or athletics are opportunities to bond and establish a positive relationship with parents.

Here at Yearling the parents input matters a great deal. We are more than happy to have their support in whatever way possible.

2. COORDINATION AND INTEGRATION

Describe how the school will coordinate and integrate 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.

Program	Coordination
Open House	Parents will be provided with information of students' expectations and school curriculum by allowing them to meet with their individual teachers during the Open House Night at the beginning of the school year.
Children's Services Council	Representatives from the Children's Service Council of Okeechobee County will be invited to participate in parent involvement meetings/events to provide information about their services to families.
Volunteer Program	School staff through participation and recruitment, measurement by total hours.
Exceptional Student Education	The ESE chairperson will coordinate with the Parent Involvement Contact to personally invite parents of ESE students who may directly benefit from academic or behavioral workshops offered at the school.
YMS SUMMIT	Administration meets with the parents to build positive relationships.
Curriculum Nights	Four nights: Math, Literacy, Writing, Science will be provide parents information of the shifts in curriculum to meet the rigor of FSA.

3. 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 (schoolwide 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.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Plan and Schedule Meeting	Assistant Principal and Family Engagement Team	September 2018	Meeting agenda and sign in sheet
Advertising including flyers	Assistant Principal	August/September 2018	Copy of notice sent to parents in Title I audit box, also posted on remind, school website, and on social media
Annual Title I Meeting	Principal/ Assistant Principal/Family Engagement Team	September 2018	Evaluations, sign-in sheets, agenda, powerpoint, handouts, and minutes
Spanish Translation	Mayra Talavera.	September 2018	Inclusion of ELL Parents
Agenda Handouts, and presentation materials	Principal/Assistant Principal/District Family Engagement Liaison	September 2018	Evaluations, sign-in sheets, agenda, Title I Presentation, handouts and minutes

4. 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 family engagement.

Yearling Middle School will offer multiple opportunities to accommodate parents and remove any barriers to family participation. At the first meeting parents will be asked what time period works best for them. Support will be provided to teachers in the classroom so that they can schedule conferences as needed by the families. In addition, child care will be provided for those families that may not afford child care while participating in the meetings. PTO and SAC will be scheduled each month and refreshments, child care and other items will be available at all events to increase parent participation. Spanish translation will be provided for each activity.

5. BUILDING CAPACITY

Describe how the school will implement activities that will build the capacity for strong family engagement, in order to ensure effective engagement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Also, 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 family engagement activities.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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Title I Annual Meeting	Principal	Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive the curriculum and student success.	9/26/18	<ul style="list-style-type: none"> Improved attendance Teacher established positive relationships with parents. An increase in teacher delivery of instructional best practices Decrease in discipline from last year
Math Escape Rm Curriculum Night	Administration, School Staff, Instructional Coaches	Parents will be able to assist students with their writing in preparation for FSA Mathematics.	TBD	School Data
Science Escape Rm Curriculum Night	Administration, School Staff, Instructional Coaches	Parents will be able to assist students with their writing in preparation for FSA test.	TBD	School Data
Literacy Night	Administration, School Staff, Instructional Coaches	Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive the curriculum and student success.	TBD	School Data
Open House	Principal/ Teachers/Admin. School Staff	Student achievement improves when parents become involved in the school organization and understand the expectations and standards that drive the curriculum and student success.	8/9/18	School Data
PTO Events	PTO/Admin. Teachers/ School Staff	Promote Positive Behavior. <i>Carnival Dance</i>	TBD	
Dads	Admin.	Promote Parental Involvement/Title I Annual Meeting <i>(Dads Take Your Child to School Day)</i>	09/26/2018	<ul style="list-style-type: none"> Improved attendance Teacher established positive relationships with parents. An increase in teacher delivery of instructional best practices Decrease in Discipline from last year.
Yearling Parent Summit	Admin./Parents	School leadership presents YMS initiatives. This interaction with parents promotes a healthy relationship between	10/23/2018	

		parents and administration.		
Cultural	Admin./Teachers/ Guests	Encourage cultural heritage. <i>African-American Black History</i> <i>Patriot Day</i>	TBD	

6. 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, 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.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Importance of Family Engagement	Teachers, Administration and Instructional Coach	Increase parent support	TBD	Parent participation in activities and student performance
Reaching Out and Communicating with Parents	Administration and Instructional Coach	Increase parent involvement and support	TBD	Improved communication between teachers and families

7. 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.

The Title 1 Parent Resource Wall in the front office of the school is available for all families to utilize. The resource wall contains materials for parents explaining all aspects of the Title 1 program as well as free resources provided via the Okeechobee County School's Children's Service Council. The literature/materials are provided by the District Title 1 Office, the school and the Okeechobee County Children's Service Council.

8. 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 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 under 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.

YMS will send newsletters home to ensure that information related to the school, parent programs, meetings, and other activities is sent to the parents of participating children in a timely manner, an understandable format, and to the extent practicable, in a language the parents can understand. Additionally, YMS will ensure that information regarding the parent involvement events is disseminated through various mediums, such as hard copies/flyers, school

website, automated phone messages, and school marquees. Teacher conferences are available at the request of parents or as determined by the teacher for the success of the student. Translators will be available when requested.

9. ACCESSIBILITY

Describe how the school will provide full opportunities for participation in family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory 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.

In keeping with Florida's Consent Decree, Yearling Middle School will hold at least two ELL (English Language Learners) events to ensure that parents/families understand their rights to equal access to all education programs. Notification of these opportunities will be provided to families via automated calls, newsletters, flyers and personal contact. Meetings will be conducted and translated as needed. The Exceptional Student Education specialist is on site to answer parents' questions of students that have special needs. The school counselors are available to assist with families who may be in need of a social worker or Migrant recruiter to ensure students' needs are met.

10. EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN

Upload Parent-School Compact to your school PI Folder. [YMS PI Folder](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school PI Folder. [YMS PI Folder](#)

- ★ **Note:** As a component of the school-level 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.

Evaluation of the previous 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. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
Title I Annual Meeting	1	8	YMS proficiency rates were higher than the state Avg. in Mathematics
Family Science Night	1	18	A 37% proficiency for science
Turn About Tuesday Workshop	1	68	An increase in parental involvement and support for student success academically
Family Engagement Planning Committee	1	6	Increase in parental involvement created a trickle down effect to students in various core subject areas. Proficiency increased in Mathematics.

Open House	1	700	Parent buy in and understanding of school expectations helped increase student achievement in some core subject areas
AVID/Science Fair/FFA Info Night	1	18	Student achievement in science was at 37% proficiency and ELA proficiency ranged from 32%- 41%
YMS Spelling Bee	1	4	Interest in Literacy increased and yielded a ELA proficiency ranging from 32%- 41% Grades 6th,7th and 8th.
Athletic Awards Ceremony	1	45	An increase in student morale campus wide.

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.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
<ul style="list-style-type: none"> • Student school improvement data chats • Collaborative planning • Youth Mental Health training • Study Island (Edmentum Training) • AVID Training 	Ongoing throughout the 2018-2019 school year	50	<p>Helping teachers understand achievement data.</p> <p>Increase in parental academic support.</p> <p>More student centered learning taking place</p> <p>Students understanding the taxonomy scales and being able to hypothesize, analyze and create based on learning/mastery of content</p>

Barriers

Describe the barriers that hindered participation by parents during the previous school year in 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).

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Time and Scheduling	Use faculty and staff meetings for training.