

## Osceola Middle School Title I, Part A Parent and Family Engagement Plan 2022–2023

I, **Sean Downing**, 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 projects, 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 ESEA Section 8101;
- ✓ Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
- ✓ Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
- ✓ Engage 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 school wide program plan [Section 1116(c)(3)];
- ✓ Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
- ✓ If the plan for Title I, Part A, developed under Section 1112, 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 [Section 1116(b)(4)];
- ✓ Provide to each parent and family 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 and family 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 certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and

- ✓ Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

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Signature of Principal or Designee

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Date Signed

### Summary of 2021–2022 Family Engagement and Needs Assessment

This process will help your family engagement committee (which includes parents and other stakeholders) make data-driven decisions about plan implementation for the upcoming year.

<b>Family Engagement Fiscal Overview</b>		
<b>Total Parent &amp; Family Allocation for 2021–22</b>	<b>Total Family Engagement Funds Expended during 2021–22</b>	<b>Total Family Engagement Funds Remaining</b>
\$1162.00	\$365.83	\$796.17
<b>If you have remaining funds, explain why they were not fully expended?</b>	<b>The school had several events that were not held, due to the COVID 19 pandemic spike in fall of '21, and a desire to keep all safe.</b>	

<b>Building Capacity Summary (2021–22)</b>		
<b>Name of Training</b> (add all activities from the 20–21 school year)	<b>Number of Participants</b> (this number should equal the number listed on sign-in sheets)	<b>Results</b> (How do you know this activity was successful? Include data and/or survey results)
Annual Title 1 Parent Night	10	Due to an outbreak of COVID this event was held virtually on Zoom and broadcast over Facebook live.
Science, Math, ELA & Social Studies Nights	0	These events were not held this year due to COVID concerns with face to face.
Fall Festival–1st Annual	226	We had excellent participation in this event! Several hundred students attended and participated in a variety of activities. 26 parents signed in and several took time to submit feedback surveys.

Goal Setting Parent BBQ and School Improvement Town Hall	37	This event was held in person this year. 15 students and 22 adults attended. Lots of feedback was collected by short survey.
6th Grade Orientation	232	This event was held in person this year, and was very well attended. We had 140 adults and 92 students attend. All received an orientation presentation in the gymnasium.
Dads and Donuts and Moms and Muffins	0	These events were not held this year due to COVID concerns
Scripps Spelling Bee	39	This event was held in person this year.
Only activities that were included in your school's 21-22 Parent and Family Engagement Plan have been listed. If an activity wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.		

<b>Staff Family Engagement Training Summary (2021-2022)</b>		
<b>Name of Training</b> (add all trainings from the 21-22 school year)	<b>Number of Participants</b> (this number should equal the number listed on sign-in sheets)	<b>Results</b> (How do you know this training session was successful? Include data and/or survey results)
NWEA Reading, Math, Science-Teacher Proctor, Reports & MAP Training	29	This included 11 ELA teachers in that department, 6 inclusion (ESE) teachers, 1 literacy coach, 1 Math coach, 10 Math teachers and 6 Science Teachers. District organized the trainings over several dates and collected sign in sheets for these events. Teacher knowledge and skills contributed to enhanced diagnostics and response to instructional needs. OMS was able to fade over 80% of gen ed Tier 3 kids in both Math and Reading to a less intensive level of need! The school is awaiting results of state testing to determine movement of Tier 2 students in both areas next.
Mental Health First Aid	9	New teachers and staff who had not yet completed the requirement completed the training this year!

<p>MTSS SPS Team Training-MTSS Manual and Branching Minds</p>	<p>9</p>	<p>Our MTSS School Problem Solving (SPS) Team trained and refreshed together on the new district manual and expectations.. Following this, the group managed all Tier 3 behavior and academic referrals to SPS for the year. The figure includes both admins, 3 academic coaches, 2 counselors, 1 dean and 1 resource specialist.</p>
<p>Branching Minds Training for Teachers</p>	<p>43</p>	<p>21 OMS ELA and Math teachers, and 6 inclusion teachers were trained on how to create and manage intervention plans for Tier 2 and 3 students in the Branching Minds program, and all 43 OMS teachers were provided a refresher on how to record parent communications, research information related to student intervention plans and recording assessment data related to plans associated with either their content areas, behavior/BIP data tracking, and inputting information pertinent to a variety of student plans. Academically, we were able to fade more than 80% of Tier 3 (most intensive need) gen ed students to Tier 2 (less intensive need) or Tier 1 (no intensive need) as a result of our work! We are presently awaiting state testing results to determine additional impacts; especially for students who started the year at a Tier 2 level.</p>
<p>Only training sessions that were included in your school's 21-22 Parent and Family Engagement Plan have been listed. If a training wasn't held, a zero should be included in the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.</p>		

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**Parent & Family Engagement Plan (PFEP)**

**Osceola Middle School** shall 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 subsections (c) through (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. [Section 1116(b)(1)]

The review and development of the PFEP is held at the end of the school year as an evaluation of your school's family engagement process. This is also an opportunity to connect with parents to start planning for the upcoming school year.

<b>2</b>	<b>Explain the role of parents in the review and revision of the PFEP?</b>	<p>The school seeks parent input frequently via a series of sponsored events and committee meetings of the School Advisory Committee (SAC) and the Parent &amp; Family Engagement Committee (PFEC). All Title I events and meetings are documented by sign - in sheets and an agenda. Committee meetings will also be documented via summary notes and/or minutes. The SAC and PFEC are responsible for reviewing the annual school climate survey, planning for use and application of PFE budget/funds, and any needed changes or updates to the PFEP. The PFEP will be developed using parent input from the annual district-sponsored (by-school) climate survey, a meeting of the PFEC in early June annually, and input collected during fall events in August and September, like the annual goal-setting barbeque and the first SAC meeting of the school year.</p>
<b>3</b>	<b>When will your school distribute and explain the 2022-23 PFEP to parents and family members?</b>	<p>The 2022-23 PFEP will be made available on the school's website by early October, and copies in English and Spanish will be placed on the office counter at the same time for public inspection and acquisition. The PFEP will also be explained at the Annual Title I meeting in early September.</p>
<b>4</b>	<b>Identify the various formats your school will use to distribute the 2022-23 PFEP?</b>	<p>The formats to be used for distribution of the PFEP for 2022-23 are: school website, mass email accounts on Skyward Skyalert Messenger, and copies in two languages (English and Spanish) on the office counter in Building 1.</p>

**Osceola Middle School** shall 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. [Section 1116(c)(3)]

<b>5</b>	<b>Describe how parents participate in developing the family engagement program and activities.</b>	<p>As previously described, select parents are invited to the annual PFEP work session in early June. The Principal posts invitations in the Warrior Weekly Newsletter and the Assistant Principal invites all parents via Skyalert email, and follows up by ensuring there is parent representation on the group. Parents are also invited to provide feedback on the annual district (school by school) survey. Results of the survey are considered during the annual planning committee work session in early June, Parents are also afforded opportunities to provide input at engagement events, both formally and informally throughout the school year.</p>
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<b>6</b>	<b>Explain the role of parents when developing the schoolwide program.</b>	<p>Parents participate as described above, as well as in the School Improvement Planning (SIP) process through involvement in the School Advisory Committee (SAC) and the Parent &amp; Family Engagement Planning Committee (PFEP). Major annual school-wide focus areas are determined via these processes in combination with district level initiatives related to the strategic plan, and needs assessment data analysis conducted during annual “reflection” meetings hosted by the Principal.</p>
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**Annual Title I Meeting**

**Osceola Middle School** shall 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. [Section 1116(c)(1)]

7	<b>When and where will the annual Title I Meeting take place?</b>	The annual Title I Meeting (tentatively) will take place on Thursday, September 8th at 6PM in the OMS Gymnasium.
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8	<b>How will parents be notified about the annual Title I meeting?</b>	The school will notify parents of the annual meeting via posting on the website events calendar, the school's Facebook page, by mass email and text message on Skyalert, and via the Warrior Weekly Parent Newsletter distributed by the Principal.
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9	<b>Who is responsible for conducting the annual Title I meeting?</b>	The Principal is ultimately responsible for conducting the annual Title I meeting. The Principal is assisted by the Assistant Principal. Interpretive assistance is also provided by the school's Migrant Advocate, or other Spanish speaking employee.
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**Flexible Meetings**

**Osceola Middle School** shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. [Section 1116(c)(2)]

10	<b>Describe the types of meetings your school will offer parents.</b>	As the school does not host specific universal parent conference nights, every effort is made to explain the parent and school compact, and available student supports via staffing meetings called by parents or teachers, or teams of teachers. The school does the same during ESE meetings related to referrals, annual and triennial IEP meetings. This is a standard agenda item during these meetings to ensure integration of effort. Of course, there is also the annual meeting in early September, and various events held throughout the year in accordance with this plan. These include barbeques, content-focused nights, committee meetings as previously described and one to one meetings with admins, counselors and teachers anytime a parent requests one.
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11	<b>Describe the flexible meeting schedule your school will offer parents.</b>	IEP meetings and staffing/progress meetings are scheduled at the parent’s convenience. The annual meeting and content focus meetings are held in the early evening. The SAC meetings are held early in the evening, Counselors, coaches, advocates and administrators are available for parent drop-in meetings virtually at any time. OMS staff members will be very responsive to parent requests for meetings. Our group this year has also suggested a second fall open house/parent-teacher conference event after the first 9 weeks, where parents can pick amongst several flexible methods to conduct one (i.e. Face to Face, Virtual or Phone).
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12	<b>How will your school assist with transportation, childcare, or home visits when requested?</b>	Generally, there is no district source for transportation to evening meetings or events; nor is transportation provided to parent meetings held during the school day; however, if a parent requests assistance, members of the administration and the Migrant Advocate will find ways to help a parent to attend. All members of families are welcomed and included in after school events and meetings. Parents are completely free to bring anyone they wish to any meeting or event at OMS. Home visits are often made by the Advocate, the Dean, a Counselor, an Administrator, or the School Resource Officer.
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## Communication

**Osceola Middle School** shall provide parents of participating children—

- A. timely information about programs under this part;
- B. 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 the challenging State academic standards; and
- C. 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. [Section 1116(c)(4)]

13	<b>Describe how your school will provide timely information to parents about Title I, Part A programs and activities throughout the school year?</b>	Parents are informed about all Title I programs at the Annual Title I meeting in September. The school will then send out automated phone calls, emails and texts to all parents at least twice before each planned event. A newsletter with the
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		<p>primary purpose of informing parents of out of field teachers will also contain event reminders. There are two of these published each year; one in each semester. The Principal will also publish a "Warrior Weekly" newsletter with updates and reminders that are shared via email and Facebook. There is a formal screening process for this that works in synchronization with the MTSS process at the school. Progress reports and report cards are provided during and after each 9 week period, in accordance with district policy. Parents may request staffings to conference with teachers at any time they deem necessary, and a conference will be scheduled.</p>
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14	<p><b>List the tools and resources you will use to provide timely information to parents about Title I, Part A programs and activities throughout the school year.</b></p>	<p>Warrior Weekly Newsletter, Sky Alert Voice, email and text messaging, school website, bi-annual OOF newsletters, personal letters, IEP and staffing (parent/teacher conference) meetings, daily announcements via Warrior Broadcasting, and via brochures and documents made available in the school's main office. Progress reports and report cards are provided during and after each 9 week period, in accordance with district policy. Parents may request staffings to conference with teachers at any time they deem necessary.</p>
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15	<p><b>Give a description and explanation of the curriculum used at your school.</b></p>	<p>All students are taught using state-approved learning standards organized into content area learning maps with defined scopes and sequences. This is tier 1. Students needing extra instruction at tiers 2 or 3 are supported using the RtI/MTSS intervention models, tutoring or differentiated instruction provided by their teachers, and via a before and after school SAI tutorial program. All students have access to Edmentum's Exact Path program for ELA and Math, and Study Island for Science and Social Studies. Formal MTSS plans for students with academic, behavioral or mental health needs are designed and implemented, along with specific tiered instructional plans in the core content areas of ELA and Math.</p>
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16	<p><b>Give a description and explanation of the forms of assessment your school uses to measure student progress.</b></p>	<p>The school uses a variety of assessments that are formative and summative in purpose. These include: NWEA Reading, Math and Science screener 3x per year, common unit assessments or end of quarter exams in the core subject areas of ELA, Math, Social Studies and Science at all levels. In the classroom, teachers employ AVID and other strategies such as</p>
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		<p>transition and exit tickets, quizzes, tests and demonstrative projects to assess student attainment of the learning objectives and standards. OMS also of course participates in all state-required annual testing, including FSA Math, FSA Writing, FSA Reading, Civics EOC, Algebra EOC and FCAT Science. Results are incorporated into annual school wide objectives and plans associated with school improvement.</p>
17	<p><b>Give a description and explanation of the achievement levels students are expected to obtain.</b></p>	<p>Ultimately, OMS seeks to ensure that all students meet or exceed state-determined pass rates (3 or higher) for proficiency in Reading, Writing, Math, Science and Social Studies. In addition to this, acceptable pass rates for all courses are established by the Okeechobee School District's Progression Plan. A minimum score of 60% is required to achieve a "D" and students must successfully pass at least three of four academic quarters each year in ELA, Math, Science and Social Studies in order to progress from middle school to the 9th grade. These realities stated, OMS believes in growth for all students, and considers its essential mission to assist students to grow as much as possible from whatever status or achievement point they may be presently at.</p>
18	<p><b>What decision-making opportunities are available for parents at your school?</b></p>	<p>Parents are encouraged to complete the Title I and School Climate surveys on an annual basis to provide feedback on all of the school's educational programs. This feedback and any other parental input provided at events held throughout the year are taken into consideration when planning programs and services. for the following year. OMS parents are involved at the school and district levels on school improvement and strategic planning committees, and they are always encouraged to advocate for their students in terms of academic placement and vocational or other offerings provided by the school.</p>
19	<p><b>How will the school communicate opportunities for parents to participate in decision-making?</b></p>	<p>Advertising via the methods, tools and forums previously described...in particular related to IEP, MTSS, Conferencing and the formal committees described herein (ie. SAC, &amp; PFEP).</p>

If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. [Section 1116(c)(5)]

<b>20</b>	<b>Briefly describe how and when the schoolwide program plan is explained to parents. Also, how will your school address unsatisfied parents?</b>	As previously described, the program is explained at annual Title I meeting, and via published documents required by the Title I Program .If parents have negative comments, give the comments to the principal who will present them to the district office.
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## Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, **Osceola Middle School** shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children. [Section 1116(e)(1)]

<b>21</b>	<b>Name of Activity</b>	<b>Resources planned to assist parents</b>	<b>Actions planned to assist parents</b>
	Title I Annual Meeting & AVID Parent & Family Engagement Nights, including one Themed Family Fun Night Each Semester (total of 2)  Late Fall Parent-Teacher Conference Day w/Choice Activity	Presentation Powerpoint in English and Spanish, Parent Survey Forms, Sign In Forms, Pens, Zoom (annual mtng)  Materials & AVID strategies, Zoom (info night)  Games, Equipment and Goodies  Scheduling Support, Phone and Computer Availability for Conferencing, Progress Reports/Report Cards from 1st 9 Weeks	Present All Required School Information, Including Performance Data, Supportive Programs, Assistance Options, Conduct Q&A, Collect Survey Responses  Provide Opportunity for 1 to 1 Teacher-Parent Discussions With Option to Have Students Present for the Conversations.
	Family Science, Math, Social Studies, ELA Nights (may be one event)	Science Kits, Hands-on Station Materials for Parent Participation Program Standards Handouts, Sign-In Forms, Parent Survey Forms, Pens	Conduct Stations to Demo Learning With Active Parent Participation, Collect Survey Responses.
	Late Fall Parent-Teacher Conferences	Quarter 1 Report Cards / Progress Information, Available Phones and Computers for Virtual Conferencing	Teachers provide direct progress information to parents and make suggestions for how students can improve and how parents can help in this process.

Early Fall Open House With Added Info Stations of: ESE, Mental Health, Skyward Tech, DATA Counseling, Tykes & Teens, Mentoring Opportunities	Provide Handout on Skyward Access to Monitor Grades, Attendance, Progress, Sign-In Forms, Parent Survey Forms, Pens, Station Related Materials by Specific Representatives	Conduct Tech Support and Bus Info Stations to Help Parents With Access & Understanding; Conduct Info Stations Re: All Supportive Services on Campus; Collect Survey Responses
6th Grade Orientation for Parents, Kids, Family Members	Program & Support Info Brochure Presentation Powerpoint, Sign-In Forms, Parent Survey Forms, Pens	Present School Program & Support Information and Provide Handouts, Collect Survey Responses
Mom's & Munchkins / Dad's & Donuts (any significant adult guardian or father/mother figure) (may be one event)	Food, Drink, Sign-in Forms, Parent Survey Forms, Powerpoint Presentation, Pens	Present Purpose & Support Info, Mingle, Visit Classrooms, Collect Survey Responses
Spring Transition / Step-Up Day (All Grade Levels and Include Parents)	Schedules, Refreshments, Curriculum Materials, Teacher Short Presentations for Their Classrooms / PLCs	Provide Parents With Information on Schedules/Logistics, Meet New Teachers, Orient Parents to Curriculum and Expectations for the Next Grade Level
Fall School Improvement Town Hall Meeting and BBQ	Hotdogs, Burgers, Buns, Condiments, Chart Paper, Sticky Note Packs, Markers, Parent Surveys	Involve Parents in Providing Input to School Programming, Communication Strategies, Support Offerings and the Like. Also, General Topics Brought Up by Parents/Guardians/Kids/Other Family Members in Attendance

**Osceola Middle School** shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. [Section 1116(e)(2)]

22	Name of Activity	Resources planned to assist parents	Actions planned to assist parents
	SAI After School Tutoring Program With Parent Info Session	Powerpoint, Sign-In Roster, Parent Survey Forms, Pens	Provide info on after school support provided in the four core subject areas.

<p>New State Progress Monitoring Assessment Training; Edmentum Exact Path Training, Parent Info &amp; Training Session (All)</p>	<p>Available Assessment Results, Exact Path Pathways, Powerpoint, Sign-In Roster, Parent Survey Forms, Pens</p>	<p>Conduct parent training on how to read and interpret screener reports and provide strategies for helping their students (Math, ELA, Science). Provide the same for Edmentum Exact Path and how students access and use the system.</p>
<p>ESE, Mental Health and Social Emotional Learning (All) (During Open House OR ESE Parent Info Night)</p>	<p>Check and Connect, Universal Screener, Branching Minds-MTSS Academic &amp; Behavior Info, PBIS, Safety Plan Sample, 2nd Step Demo, School Counselors, District Counselors, Behavior Interventionist, Dean, SRO, ESE Support Specialist, Other community resources, Sign-In Forms,, Parent Survey Forms, Pens</p>	<p>Present a comprehensive overview of student support wrap around services related to MTSS...PBIS, Academic, Mental Health...school based and community-based, collect parent surveys</p>

**Osceola Middle School** shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. [Section 1116(e)(3)]

23	Name of Activity	List activities planned (such as book studies, PLCs focusing on family engagement, on-site PD, training venues)	Describe the role of parents when developing training sessions
	BEST / New Florida Standards Familiarization Training	Department and Grade Level Training Sessions by Academic Coaches During the Summer, Fall Pre	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about

	Plan, Weekly PLCs...ongoing throughout the year	the process Florida/Okee/OMS will be going through.
Mental Health School Team Member Training	A Full Program and Refresher for Dean, Admins, SRO, Counselor (Fall)	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Florida/Okee/OMS will be going through. Potential for parents to help with role-play here or sharing stories of impact importance.
New State Progress Monitoring Assessment Training	Proctor Training for All Involved Staff, Major Focus for All on Differentiation Lesson Planning for ELA Science, Math..also Reports	Parent participation in PFEP planning process; SAC Committee for School Improvement Plan Development; Parents can be used to role play communicative and explanatory aspects of the features of these reporting and educational tools so teachers can practice with them.
Living Tree	Initial training for teachers and admins on this new resource related to assisting parents in assisting their students to be successful.	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Florida/Okee/OMS will be going through.
Branching Minds Training & MTSS Manual / Process Training	Refresher for All Teachers, Training for New Teachers. Refresher for Admins, Counselors, Paras, Coaches...Comprehensive MTSS Management Program, Inclusive of Parent Communications, Data Tracking, Tiered Plan Management.	Parents may have input on suggested training focus in planning; provide input on what they want/need to know about the process Okee/OMS will be going through. Potential for role-play here using parents in the process. Also parents may share stories of impact importance.

**Osceola Middle School** shall to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, including but not limited to, other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children. [Section 1116(e)(4)]

24	Name of Program	List examples of coordination and integration with other programs (examples of coordination)
	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP
	Title I, Part C	Migrant Advocates - Services include translation, home visits, referrals to outside agencies, ensuring parents attend all school based family engagement and academic progress meetings
	Title IV, Part A	<ul style="list-style-type: none"> <li>• Art and Band Programs - Band instruments, and art supplies/materials</li> <li>• Branching Minds Training for Admins, Counselors, Academic Coaches</li> </ul>

**Osceola Middle School** shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. [Section 1116(e)(5)]

25	<b>How will your school share information in a format and language that parents and families can understand?</b>	Osceola Middle School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A hard copy of the PFEP will be located on the counter of the main office, and copied upon parent request. Upon parent request, a translator will be made available at parent meetings and in the school office to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request.
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26	<b>What languages are spoken by the families and students in your school?</b>	English and Spanish Primarily.
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**Osceola Middle School** shall provide such other reasonable support for family engagement activities as parents may request. [Section 1116(e)(14)]

27	Name of the Family Engagement Program or Service	Describe the PFE programs or services provided by the school or frequently requested by parents and families (such as: high school equivalency programs, English classes, access to computers)
	AVID	AVID information and signing night(fall)
	Fall Open Houses & Parent-Teacher Conferences	Open Houses to meet & greet teachers/learn about course focus(fall), followed by late fall open house / parent teacher conferences at the end of the first 9 weeks.
	6th Grade Orientation	In-coming student campus tours (spring); general info & support (fall)
	Dads and Donuts/Moms and Munchkins	Events for moms, dads, guardians-bring to school social & visits
	Academic Focus Nights	By content area: Science, Math, ELA, Soc Studies Nights (hands on)
	Semester Themed Family Fun Nights	Any and All Welcome...Food and Fun Throughout the Campus...Activities Sponsored by Volunteer Teachers and Other Staff

## Barriers

Identify barriers that hindered the participation and involvement of parents and family members during the 2021-22 school year (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). Then, describe the steps that will be taken during the 2022-23 school year.

28	Barrier	Steps to Overcome the Barrier
	COVID 19 Pandemic	Social distancing & shutdown challenges will continue to be addressed in accordance with the district's plan and CDC guidelines. Safety emphasis and communication to be

	included with advertising and reminders associated with PFE events. The Pandemic impacted face to face event decision making. For next year, this should not be so much of a problem.
Time/Space in School Calendar	Exceptionally busy school calendar...fitting all in is difficult. Address in a new communications plan, complete with timelines for all PFE events, plus include in the school's summer reflection and planning process...resulting in more proactive scheduling.
Lack of Parent/Guardian Attendance	Parents/guardians have very busy lives...improve communication by writing a formal plan designed to improve input/response and participation. The most preferred methods of communication identified by parents via survey are text messaging first, and emails second. Skyward's alert system offers both, so this will be the most consistently employed.

## Title I Family Engagement Survey Results

Using your 2021-22 Title I Family Engagement survey results, choose a minimum of two (2) questions to address during the upcoming school year.

29	Topic	Question #	Actions, Activities, and Evidence of Effectiveness
	Can the school improve communications around PFE events and increase attendance in the coming year?	1	Develop a written comprehensive communication plan, inclusive of schedules, times, details about events AND strategies for info sharing (sequences of publications, reminders, tools / methods to accomplish these. Parent top choices for communication based on the annual survey are: email and text messages. The Principal will add Skyward Alert System text messaging to link his weekly school newsletter, and the school will consistently ensure that both text messages and emails are sent for every parent event, multiple times.
	Can the school enhance	2	Continue the current tutoring program in the expanded timeline that was initiated two

tutoring/support to students in math and reading?		years ago. Request opportunity for more one to one or small group throughout the year and pay teachers to offer these opportunities beyond scheduled work time.
Can the school offer additional activities and incentives for students and families given the challenges of the current schedule?	3	Parents indicated a strong desire to have additional activities and incentives for students to engage, connect, perform to higher levels. The school got away from incentives like pod days, socials, dances, field trips and the like during the Pandemic. We began to bring them back in the spring of 2022 and for 2022-23 we will fully re-engage these important events!

### Evidence of Parent & Family Input in the Development of the Plan

Upload Parent-School Compact to your Title I Crate.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your Title I Crate.

Upload Family Engagement meeting sign-in sheets, agendas, minutes, invitations to parents, etc. to your Title I Crate.

- ★ **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.
- ★ Compacts must be discussed and signed during parent-teacher conferences (**only applies to elementary**).
- ★ Compacts must be signed by all parties (**applies to elementary, middle and high**).