



Each Child, Every Day

I, Nicole Telese, do hereby certify that all facts, figures, and representations made in this plan are true, correct, and consistent with the statement of assurances. 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 the PFEP Program. All records necessary to substantiate these requirements will be available for review by appropriate District, State and Federal staff for a minimum of five (5) years. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the plan. 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;
- Involve the parents and family 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 [Section 1116(a)(3)(b)];
- Jointly develop/revise with parents the School-Level PFEP, distribute it to parents of participating children, and make it available to the local community [Section 1116(b)()];
- Involve parents and families, 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 PFEP and the joint development of the school-wide program plan under Section 1116(c)(3);
- Use the findings of PFEP review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's PFEP [Section 1116(a)(E)];
- 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 when the school submits the plan to the Local Educational Agency (LEA) [Section 1116(b)(4)];
- Provide each family an individualized student report about the performance of their child on the State assessment [Section 1112(e)(1)(B)(i)];
- 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 does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned [Section 1112(e)(1)(B)(i)]; 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 [Section 1112(e)(1)(A)].

Principal Signature

Date

Parent and Family Engagement Mission Statement (optional)

Our mission is to collaborate with families and community stakeholders to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world.

Involvement of Parents/Families

Describe how the school involves the parents/families in an organized, ongoing and timely manner, in the planning, reviewing and improvement of Title I programs including involvement in decision making of how funds for Title I will be used [ESEA Section 1116].

At Southport Middle School we invite all parents to attend our School Advisory Council (Virtual) and be part of our Parent Teacher Organization in order to collaborate with them on planning for school improvement and to keep them informed on progress toward our SIP goals throughout the school year. To keep the lines of communication open we utilize a variety of mediums including, Facebook, PTO Facebook page, Twitter, automated school messages, a monthly parent newsletter.

Coordination and Integration with Other Federal Programs

Describe how the school will coordinate and integrate parent and family engagement programs and activities with other programs. Explain how these activities will teach parents how to help their child/children at home [ESEA Section 1116)

Program	Coordination
Parent Academy through SLPS	We schedule classes for our parents.
PBIS Program	Information is included in monthly parent newsletters, parents are invited to attend and participate in PBIS events, and school-wide data is shared at SAC meetings.
Quarterly Curriculum Nights	Content specific evening events that are geared toward giving the parents the tools that they need to make their students successful.

Annual Parent Meeting

Provide a brief description of the following:

- **Specific steps your school will take to conduct the Title I Annual Meeting to inform parents and families of participating children about the school’s Title I program.**
- **The nature of the Title I program that is shared with parents (school-wide or targeted assistance).**
- **How the school, at the annual meeting, will inform parents of school performance data and the right of parents.**

Virtual Open House – We invite the 6th grade parents specifically so the new students and parents get a special session, getting to know our school and staff. We then have a time slot for all the returning students to come and meet the teachers.

Virtual Meet the Teacher Night – All parents were invited to attend the Meet the Teacher Night. The parents were given an overview of what the FSA data is and how to interpret it. Then the parents went through “a day in the life” of their child by following their schedules. The teachers gave helpful information to the parents regarding their content and expectations.

Flexible Parent Meetings

Describe how the school will:

- Offer a flexible number of meetings, such as meetings in the morning or evening,
- Provide, with Title I funds, transportation, childcare or home visits as such services relate to parent and family engagement [ESEA Section 1116].

Flexible meetings: We offer our Student-led conferences at two different times. One during an early release day and one at night.

Transportation: Our city bus offers transportation for our students.

Childcare: During our Meet the Teacher night, we offered Childcare for our parents, so they could attend without their student.

During the Curriculum Nights, the activities that are planned are geared around the students, so parents can bring their child(ren).

Building Capacity

Describe how the school will:

- Implement activities that will build the capacity for meaningful parent/family engagement
- Implement activities that build relationships with the community to improve student achievement
- Provide materials and trainings to assist parents/families to work with their child/children.

Activity	Materials Provided	Person Responsible	Timeline	Evidence of Effectiveness
• Reading Plus	Reading plus for Literacy	Nicole Telese	2020-2021 School Year	Pulling reports of student usage time and increased student achievement.

Staff Development

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders, as well as other staff with the assistance of parents/families in:

- The value of their contributions;
- How to reach out to, communicate with, and work with parents and families as equal partners; and
- How to implement and coordinate parent/family programs and build ties between parents/families and the school [ESEA Section 1116].

Activity	Person Responsible	Area of Focus	Timeline	Evidence of Effectiveness
• Teams develop plan for parent involvement within their teams.	Team Leaders/ Administration	How to involve parents with their teams.	2020-2021 School year	Increased parent presence within the campus.
• Technology Training for teachers for Skyward Message Center and Microsoft Teams	Administration	Explain to the teachers how to use the App and message center to improve parent communication.	2020-2021 School year	Increased communication with the parents.

Other Activities

Describe other activities, such as a parent resource center, the school will conduct in order to encourage and support parents/families in more meaningful engagement in the education of their child/children [ESEA Section 1116].

- Parent Resource Room - We have a resource room where parents can come and use the computer to check their student's grades, email teachers, and look up support. We also have a closet where parents can get clothing and or food if they need it. (Pending Covid-19 Protocol)
- Student Led-Conferences – A night where students share their data and learning with their parents or important person. They share items such as tests, scores, classwork, goals, etc.
- Quarterly Curriculum Nights – we plan content specific where parents can interact with the activities that parents can help support the curriculum.
- SEL Family Connections
- ***Will adjust pending Covid-19

Communication

Describe how the school will provide to parents of participating children the following:

- **Timely information about the Title I program and activities;**
- **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 participate, as appropriate, in decision relating to the education of their child/children [ESEA Section 1116].**

Accessibility

- We send home automated messages, flyers, and Facebook posts to inform parents of events.
- We use the District School Messenger to send messages to parents' phones.
- Use Microsoft Teams to communicate with parents.

Discretionary Activities (Optional)

Describe any activities that are not required, but will be paid through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.)

Barriers

Provide a description of the:

- Barriers that hindered participation by parents during the previous school year
- 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) [ESEA Section 1116].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
<ul style="list-style-type: none">• Lack of Parent Involvement• No volunteers for PTO• Lack of motivation for parent involvement• Lack of parent technology knowledge	<ul style="list-style-type: none">• Change SAC time.• Survey for PTO time.• Increase PTO Facebook page messages.• Make more areas digital for increased accessibility