

2024 – 2025
Parent and Family Engagement Plan

Griffin Middle School

School

Meeting Date:	Approval Date:	Mid-Year Review:	End-of Year Review:



2024 – 2025 Parent and Family Engagement Plan

School Name	Griffin Middle School
LEA	Leon County Schools

I, Zelena O'Banner, 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.


Signature of Principal

3/12/24
Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response:

At Griffin Middle School it is our mission to provide parents and the community that we serve with a variety of opportunities to participate in the educational experience of the children we serve. We would like for parents to feel welcome and know that their role is an integral part of their child's education. The parental involvement program will ensure that parents have the information needed to make well-informed decisions which affect their child's education, effectively share responsibilities with our school, and aide in developing effective and successful academic program. We believe that parental involvement is the key to academic success.

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 [Sections 1116].

Response:

Convene biannual meetings at times that are convenient for parents of participating children. All parents shall be invited and encouraged to attend through mediums such as Focus, Newsletter, and Marquee advertisement. The school will provide information and explain the requirements of Title I rights of parents through Quarterly Parent Meetings held in September, November, and March.

Monthly School Advisory Council (SAC).

Monthly Parent Teacher Organizations Meetings. (PTO).

Parents Right to Know letters will be sent home with students. A copy of the Parents Right to Know and Title I requirements will be sent home with the students, attached to the school Focus Portal, and on the school website. Additionally, parent notification letters regarding the Parent Information Resource Center (PIRC) will be sent home with students.

Success of Parent and Family Engagement program implementation will be measured by the Spring Title I Survey, School Climate Survey results and feedback from discussions in PTO meetings, SAC meetings and Parent/ Teacher Conferences. This feedback will be used to develop our subsequent School Improvement Plan and Title I Plan for the upcoming school year.

Parents have the opportunity to review the online-website and in the front office. They have opportunities to complete surveys in the fall and the spring to share their input. Parents have opportunities to attend SAC/PTO meetings.

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].

Count	Program	Coordination
1	Title I, Part A	Coordination with the Title I Office will assist in providing parent workshops related to the success of the child.
2	Title II	Funds are used for administrative and staff development to improve teacher instructional practices.
3	Title III, Part A – ESOL	Provide training for administrators and teachers to support ELL families.
4	Title IV, Part B 21 st Century.	Provides literacy services for parents and students, additional academic and enrichment resources/activities for students participating after school.
5	Title IX, Part A – Families in Transition (F.I.T.)	Provide ongoing collaboration with the F.I.T. Coordinator to provide support and resources for families.

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.***

Steps	Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A	Annual Title I Meeting Develop invitations and share through Focus Portal, Griffin’s social media platforms, send flyers home, place on marquee. Discuss Parents Right to Know	Administration Parent Liaison	August/ September 2024	Parent Survey Climate Survey At least 10% of parents will attend one of the Title I meetings.
B	Determine date for Annual Title I Meeting	Administration	August/ September 2024	Copy of: presentation, handout, agenda
C	Create notification informing families of the meeting (include translated versions)	Principal/ AP Parent Liaison Social Media Coordinator	August/ September 2024	Copies of Flyers will be shared via Focus Portal, Social Media,

D	Develop agenda; sign-in sheets, handouts and presentation materials	Administration Parent Liaison	August/ September 2024	Agendas, presentation handout and sign-in sheets
E	Distribute initial meeting notifications at least three (3) weeks prior to the meeting date	Administration	At least three (3) weeks prior to the meeting	Sign-in sheet evaluation
F	Distribute notices via various platforms i.e. website; social media; marquee; Parent Portal; Remind, student agenda book	Administration	One (1) week prior to the meeting	Copy of: notification, survey results
G	Conduct meeting and record minutes	Administration	August/ September 2024	Copy of: sign in sheets, agenda, minutes, survey results
H	Provide opportunities for feedback	Administration	August/ September 2024	Copy of: Parent Feedback forms, survey results
I	Complete and upload required documentation for compliance to SharePoint folder	Parent Liaison Compliance 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].

Response:

All meetings and workshops will be advertised and posted on the school's marquee, website, email group, Focus Portal, social media and distributed through flyers in advance to encourage parent involvement.

Monthly PTO and SAC meetings, scheduled parental involvement activities, parent workshops, and assemblies will be used to encourage parent involvement.

Success of the PFE program implementation will be measured by the Spring Title I Survey and School Climate Survey results, as well as, parent feedback from discussions in PTO meetings, SAC meetings and parent survey feedback will be used to help evaluate effectiveness. Feedback information will be used to develop the next year's School Improvement Plan and the Title I Plan.

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].

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Annual Title I Meeting/ Open House	Administration	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	<ul style="list-style-type: none"> • Survey results • Attendance log • Agenda • Notification of Meeting
Parent Workshops Florida Assessment of Student Thinking (F.A.S.T)	Administration, Guidance Counselors, Team Leaders, Parent Liaison	To increase families understanding of how to access Parent Portal to monitor their child's academic progress, attendance, etc.	On-going	<ul style="list-style-type: none"> • Agenda • Sign in sheets • Survey results
Parent Workshops Florida Assessment of Student Thinking (F.A.S.T)	Administration, Guidance Counselors, Department Chairs, Team Leaders	When parents and students understand expectations and are aware of how to use available resources, students' performance increases	On-going	<ul style="list-style-type: none"> • Agenda • sign in • surveys
Progress Reports, online communication	Administration, Guidance Counselor	Increase in students meeting promotion requirements	On-going	<ul style="list-style-type: none"> • Decrease in number of students retained.

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].

Staff Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
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	<ul style="list-style-type: none"> • Parent Survey Results
Data Chats/ Book Study	Administration, Instructional Coaches, Teachers	Teachers will utilize data from assessments to prioritize student groupings, to inform instruction, and to communicate more effectively with parents. Teachers and administration will participate in a book study on effective communication	On-going	<ul style="list-style-type: none"> • Progress monitoring assessment results • Benchmark assessment results • Teacher surveys • Implementation of strategies • Climate Surveys

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].

Response:

Lunch and Learns will provide information on identified topics from parent input surveys to support families and academic success for students.

Teacher-Parent Conferences offer opportunities for parents and teachers to communicate regularly about the academic success

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].

Response:

Griffin Middle School will provide information about the Title I programs, school curriculum, forms of assessment used to measure student progress and proficiency level targets during Open House, Orientation Curriculum Fair, and Lunch and Learn. In addition, these items will be addressed during SAC and PTO meetings, as well as other school-sponsored events, throughout the school year. Parent Notifications will be sent out via the school website, Focus, marquee and by flyers.

School curricula is shared via 6th Grade Orientation, Open House, Curriculum Fairs and during Lunch and Learn meetings. Parents are given information about the types of curricula used across subject areas. Information about progress monitoring is shared and students will take monthly reading and math progress monitoring tests (STAR) This information is used to predict student achievement and overall school performance. Baseline data for these assessments helps teacher/parents identify areas that students can work on during the year to strengthen their math and reading skills.

This information will be provided in written form through the following: School Intervention Team Meetings, Parent Right to Know Letter, Florida (PIRC) Parent Notification Letter. These documents are available for review in the front office and available upon request.

Bi- weekly progress reports will be sent home by students for parents review. This progress report will serve to keep parents informed about their child's progress frequently. Information will be made available about remediation and re-teaching opportunities. Parents are encouraged to schedule conferences, as frequently as needed, through the guidance office to bridge the gap between home and school and to open lines of communication among all stakeholders.

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.

Response:

In an effort to involve parents in the education of their participation in parental involvement activities will be solicited throughout the year. The activities include Open House, Sixth Grade Orientation, Curriculum Fair, MTSS Meetings, Parent/Teacher Conferences, SAC/PTO Meetings and Parent Involvement Workshops. These activities will be scheduled and advertised in advance. In order to accommodate all parents, minutes and handouts from these activities will be available at front office.

To accommodate our diverse population, our Parent Liaison will work with faculty, staff and families to communicate using various methods in the parents/family's native language. To do this, our school will utilize the district translation services provided by the LCS ESOL Office. Parent Involvement surveys and LCS climate surveys will monitor the school's effort to provide information to parents in a language they can understand.

Parents with disabilities will be given the opportunity to have the training held in their homes upon their request. This service will be advertised on our district website. Additionally, they may request to have information presented orally and/or work with an individual on a one-on-one basis to assist with reading and comprehension in order to respond to parent surveys, participate in parent/teacher conferences or meet with school officials. Notification of all events will be sent home with students and will be posted on the school's website, Focus, Social Media accounts, school marquee, teacher webpages, etc. In an effort to reach new and existing parents.

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.

Count	Content/Type of Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Lunch and Learn	To inform parents of expectations, curriculum, testing requirements, and ways to help their child at home and how to become involved.	Parent Liaison	Increase home to school connection	Fall 2024/Spring/2025
2	"Dad Take Your Child to School"	Fathers and father figures will learn how to support their child at home	Parent Liaison	Increase home to school connection	Fall 2024
3	"Mom Marching to the Beat"	Mothers and mother figures will learn how to support their child at home	Parent Liaison	Increased Parental Involvement	Spring 2025
4	Pancakes with Parents	Parents will learn how to support their child at home.	Parent Liaison, PTO/SAC Parental Involvement Committee	Increase Parental Involvement	Spring 2025
5	Maintaining Academic Success	To inform parents of expectations, curriculum, testing requirements, and ways to help their child at home.	Principal/ Assistant Principal	Increased Parental Knowledge of Expectations	Winter 2025

6	"FAST Testing Enrichment"	To inform parents of testing requirements, and strategies to help their child at home.	Guidance Counselor/Assistant Principal	Increase parent understanding of FAST Testing	Winter 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].

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 Counselor District 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 Attendance	Integrate meetings and/or trainings with an event that features student performance or participation	Administration, Teachers, Sports/Club Sponsors	On-going
Transportation	Provide ample notice of events and offer transportation	Administrators, School Counselors, Parent Liaison	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:

In an effort to overcome barriers for our ELL students and students with disabilities, we will use an inclusive model that creates a welcoming and supportive environment for our students. This model encourages peer support among students with and without disabilities, and for the English Language Learner students, fostering a sense of belonging and understanding. We will use translation services as needed and make a reasonable effort to minimize the class sizes of our students requiring additional support. For those students with disabilities we will make all reasonable accommodations to support their needs through this inclusion model. Additionally, Paraprofessional support will be provided in the classrooms of our students with disabilities.

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.**

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	"Holidays Around the World"	1	50	Share with parents' other countries' holidays including their customs and food. This event will help our parents and students acclimate with families from other countries. ESOL services are provided.
2	"Griffin Middle School Arts and Curriculum Night"	1	35	Provide the necessary tools to help their student. Also, curriculum presentations for each department to keep parents abreast of events at the school.
3	6 th /7 th Grade Parent Meeting	1	15	Provide parents with strategies to assist their child at home.
4	8 th Grade Parent Meeting	1	20	Provide parents with strategies to assist their child at home.
5	Pancakes with Parents	1	25	Parents will become familiar with promotion requirements, course recovery options, FOCUS updates, student attendance, and discipline updates.
6	Lunch and Learns	1	15	Provide parents with strategies to assist their child at home.

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)].

Count	Content and Activity Type	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	ESE Training	4	45	Teachers learned strategies to better meet the needs of students.
2	School Data	2	45	Teachers learned to interpret data from baseline assessments and how to use data to plan for instruction.
3	Quarterly New Teacher Training	3	9	Provide first year teachers with strategies and tools to successful school year.
4	School Safety Training	1	60	Familiarize faculty and staff with safety protocol and procedures.

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.