

2023-24

Title I, Part A **Oceanway Middle
Parent and Family
Engagement Plan**



School Name: Oceanway Middle

School #: 3062

Principal Name: Elizabeth Stansel

School Website: dcps.duvalschools.org/oceanwayschool



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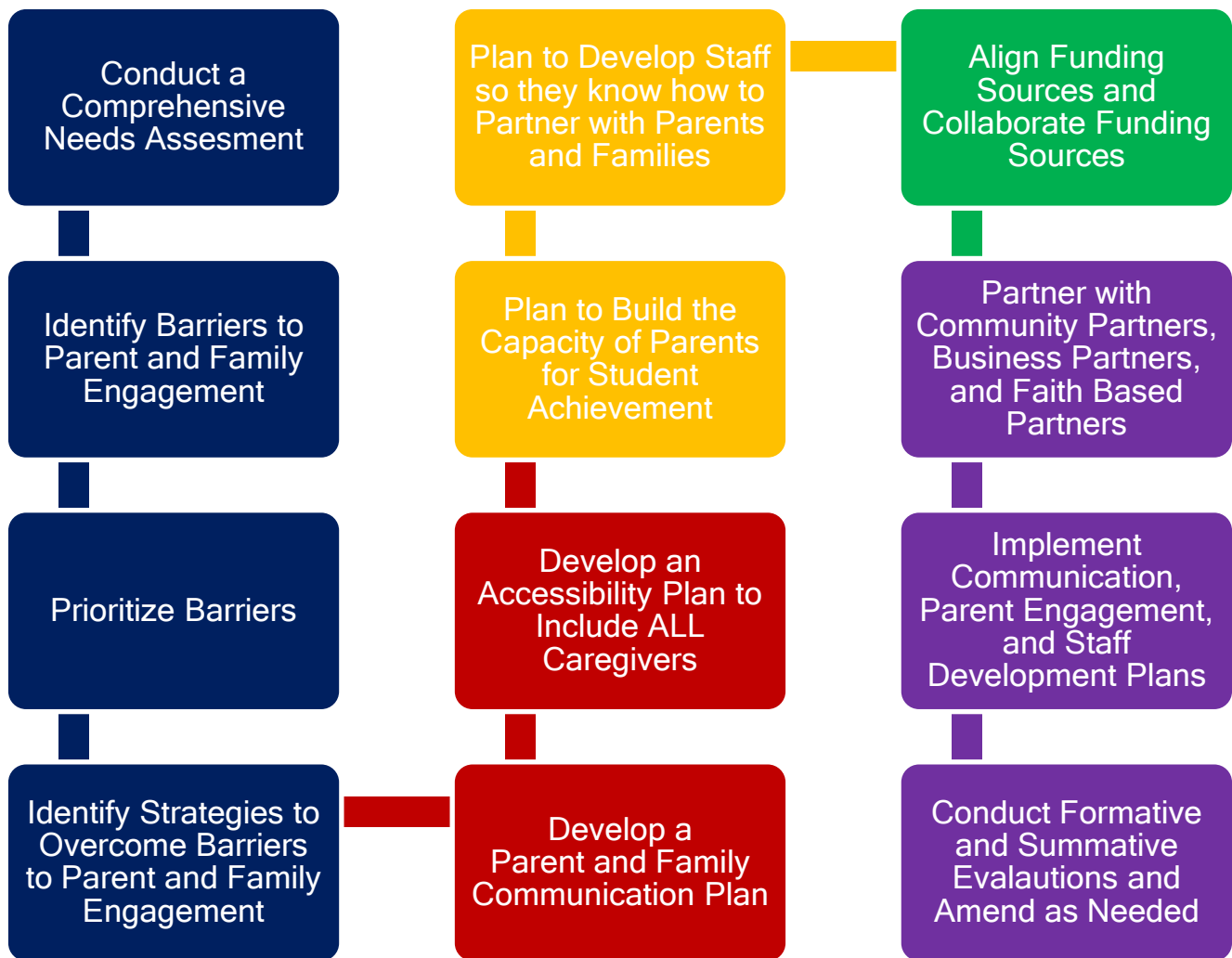
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OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Elizabeth Stansel, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	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;
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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 under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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)];
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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)].

*click to select each assurance, this page will require an original signature and submission to the District.

Elizabeth Stansel
Signature of Principal

6/15/2023
Date Signed

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$4,600.00	\$1,476.10	\$3,123.90
<p>If funds remained at the end of the year, (1) explain why funds weren't fully expended (2) and how parents will be engaged to plan for funds to be fully expended during the current plan year</p>		
<p>Funds remaining from the prior year included in the allocation set aside for printing of event flyers during the onset of the school year were not received in a timely manner and as a result the order was canceled and printed in-house. The cost of printing the items were covered internally. Funds were expended for food shelf items provided to families during PFEP events submitted but the amount charged was considerably less due to vendors discounted costs to support school. In addition, the time sensitive nature of ensuring parents/families were informed of events and Lastly the cost of the mailouts/postage to ensure event and support resource documents reached families in a timely manner required adjustments. As mailouts were taking more than a week. Instead to ensure families received information additional posting in common areas and throughout the community was utilized. The need to adjust came about after the re-allocation deadline. The use of surveys and feedback documents to ensure input from parents and families was collected on an ongoing basis coupled with timely reviews of the feedback provided was essential; the information was integrated into the development of the 23-24 school year PFEP.</p> <p>The primary concerns shared by parents were variations in options to engage/participate in events as a result for example drive-through options and virtual/recorded options will be made available. Also, events will be planned to highlight resources or ways parents/families may incorporate to improve their students' academic performance.</p>		

Programmatic Overview from the Previous Fiscal Year
(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
3	5	The Title I school-based team plans to increase advertisement/publishing related to the items housed in the parent resource room by posting the items available to parents/families to check out in the Main Office and the school Newsletter.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	4	Comments provided included requests for a detailed overview/clarification. Parent Engagement increased after this event.
Developmental Meeting (End of Year)	5	Parent and Stakeholder input was gathered to inform and drive decisions for next years PFEP.
High School Transition Night	23	Learning occurred based on parent feedback given. Guidance also set up follow up appointments to provide specific support designed to resolve individual promotional inquires.
Family Data Event	4	A key take-away and confirmation of participant understanding/effectiveness of the presentation goals was the closing activity. Parents/families were able to engage in closing activity that provided student data profiles and offered the application of resources to address strengthens/deficits. A question/answer segment was included as well to ensure effectiveness.
F.A.S.T. Family Night	6	Families were given the access code to review in detail and ask questions regarding their student PM1 and PM2 scores. Also, the blueprint for PM3 was engaged with the option to pose questions and receive detailed responses in addition to contact information to solicit additional support. Scores increased from PM1 to PM3 after this event.
School Year Opening Event	30	Parents/Families were given an overview of platforms to use for the purpose of contact school support services, an overview of the

		Parent events/resources available. Parent engagement increased after this event.
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<p>Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.</p> <p>The primary focus of the meeting brought to the attention of participants the need for flexibility in accessing information regarding parent/family resources, posting in common areas and via e-formats of the resources available. In addition, abbreviated sessions such as drive through options will be provided to expand/extend options for parents/families to participate.</p>
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Barriers

<p>Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.</p>		
<ol style="list-style-type: none"> 1. Lack of Communication 2. ELL Support 3. Flexible Options for participation 		
<p>(1) Prioritize the TOP THREE the barriers (it may be possible to combine some) (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).</p>		
	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Communication	Communication is a key component, to overcome this barrier the team will ensure parent/guardian contact information is accurate and systems are in place to update and notify families of upcoming events and available resources in a timely manner. Communicating events through multiple platforms: via phone, flyers in high traffic areas, social media, email, and community connection listings. Lastly the location of the Parent/Families Resource room is being relocated to an area of the school that will offer increased accessibility and support communication efforts.
2)	English Language Learner Support	Ensure all events, workshops, and related documents are designed to support ESOL parents. In addition, translator support will be offered for Title I events.
3)	Flexible Options to participate	Participants will have the option to participate via various engagement frameworks such as e-platforms, drive through

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

- Considering current barriers to parental involvement at Oceanway, one goal includes increasing opportunities for parents/guardians to collaborate with the school-based team and stakeholders to enhance learning experiences at Oceanway Middle.
- Strengthening communication/collaboration between the school and Oceanway families/stakeholders is another primary goal. The overarching goal is to partner with parents/guardians regarding school-wide goals and how they can actively participate, increasing awareness of available resources, building capacity to support students in/outside of school, and opportunities for parents/guardians to partner with the school to achieve outlined goals while increasing positive outcomes for students.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

The Oceanway Title I team will collaborate with parents/families to provide numerous opportunities partner with the school through offering events/activities for parents/families to participate by ensuring times and dates are communicated in a timely manner to ensure adequate time to prepare for participation. In addition, events will be offered at various times and not exclusive to the evening time frames.

The team will partner with available language support services and leverage the District ESOL resources to provide notifications in multiple languages and in a timely manner to ensure parents/families have adequate time to prepare to participate.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

The school maintains a website and social media accounts; each of these platforms will be utilized to share information with families information regarding meetings, school reports, and related engagement activities. Consideration will be extended to families who may not have access to technology on a consistent basis, in an effort to ensure access to all families. Oceanway school will also notify parents of events, activities, resources via phone callouts/blasts and posted documents as alternative means of communication to ensure those with technology limitations are supported.

What are the different languages spoken by students, parents and families at your school?

The languages spoken by students/in the home as the primary language for the students at Oceanway are English, Spanish, Arabic, Mandarin, Vietnamese, Jamaican Creole (and Patois), Kurdish/Zimany Kurdy, Tagalog, Japanese (Nihongo), Ukranian.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

(1) The Oceanway Title I team will provide an outline of upcoming events for Parents during Orientation and Open-House and ensure dates and information regarding events are provided in multiple languages via all social-media accounts, weekly newsletter briefs, in addition to posting to the Message board, and listing events on the digital display.

(2) The team plans to partner with the District ESOL department to ensure we are leveraging all available language support resources including translator tools and support language services

(3) Oceanway Middle school will utilize Blackboard Communication to advise parents via phone and email in addition to updating message boards in the Main entry area, all social media accounts will be updated to reflect future events to ensure parents/families receive timely notification.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

(1) Core content area standard requirements for all grade levels will be shared with parents in a format that allows parents to engage students in related strategies to include but not limited to academic blended learning resources and available tools that align with outlined standards. The information will be shared during Open House, Title I Annual Meeting, Parent Title I Data Meetings, and planned small group family meetings.

(2) The forms of assessment used to measure student progress will include B.E.S.T. standards aligned assessments for ELA/Math, data from teacher created assessments, Achieve Lexile data for ELA, EnVision Math assessment data the team will track and progress monitor student performance throughout the school year.

(3) Information outlining the new achievement level descriptors for ELA and Math will be provided to parents

(4) The team will ensure the information is provided in all applicable languages; the school's ESOL Paraprofessional will support with this effort.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

(1) Parents are invited to join SAC, PTA, which are structured to solicit and incorporate parent and family input; in alignment with those stakeholder groups, we will hold the Developmental meeting, Parent and Family Engagement Events in addition the Title I Annual meeting to ensure parents and families have an opportunity to share in plan development and related decision making.

(2) The school will utilize flyers, postings in school Main parent/family areas, linked school social media accounts, and to ensure we reach families with technology barriers, the information will be shared via the school callout communicator. The contact will be made in a timely manner to ensure ample time for families to prepare.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

The school will submit and review parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them by providing forms that will be readily available in the Main Office and Parent Resource Center area; the concerns as outlined by the parent will be logged and sent to the District Title I in writing with evidence of the associated reporting timeline.

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

(1) Hard copies of the required Title I Part A Parent and Family Engagement Plan will be made available in the Parent Resource room which has been re-located for greater accessibility; in addition, a copy will be posted on the school's website. A hard copy will also be made available near the front entry parent kiosk for parent/family review.

(2) The document will be available in applicable languages using the outlined language sheets prepared by the district for parent/families.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and 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 Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

Oceanway Middle School is committed to involving parents in the development and evaluation of all Title I parental involvement activities. Parents' input will begin with the development of the Parent Involvement Plan (PIP) through the course of the plan year which will include reviewing the year's parental involvement activities.

Parents will give feedback on the development of the budget. Notifications of meetings and events will be transmitted through the following ways: PTA/SAC meetings, parent conferences/workshops, flyers, Parent Link, postal mail, email, and school marquee. In addition, parents will also receive information on our school's academic programs, their child's progress, and credit recovery through the same notification methods. The School Advisory Council (SAC) will oversee the development of revisions to the plan.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Transportation - This was not identified as a barrier for OMS.
- Child care - This was not identified as a barrier for OMS.
- Home visits - This was not identified as a barrier for OMS.
- Additional Services to remove barriers to encourage event attendance - includes providing food for families and ensuring a translator to support our ELL families as available.

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

All meetings/most dedicated events will be held after 5:00 and will not be scheduled in conflict with faith-based community events or other obligations parents outlined on applicable feedback forms would create a barrier to attending.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Meeting and event times were determined based on parent/family feedback from prior events and input regarding preferred meeting times as outlined by SAC.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- AM Sessions based on documented parent feedback
- PM Sessions based on documented parent feedback
- Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- Other Virtual

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

Step 1: An invitation outlining the date, time, and location of the Annual Meeting; a timeline to include ample preparation time for parents/families to actively participate.

2. Step 2: Communication if multiple formats including flyers posted, and callouts announcing the upcoming meeting will be provided in consideration of this with limited technology access. The Title I team will leverage all assigned social media accounts, and communication formats including email correspondence, school newsletter, and listings with community partners.

3. Step 3: Ongoing publication of the event details will take place leading up to the Annual Meeting through all communication formats including literature outlining event goals and highlights/reminders reflected on social media /newsletter/similar platforms.

4. Step 4: Provide student incentives for attending the Annual Meeting.

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

The Annual Meeting will cover trend data outlining the academic progress of students and how parents/families may support students. Oceanway Middle school mission/vision alignment linking Title I goals will be shared; the format will describe in detail the nature of Title I Part A Schoolwide Program will be shared using the Federal Program site PowerPoint.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) The Annual Meeting will cover the adequate yearly progress of students broken down by subgroups, associated school choice, and will outline the rights of parents; the information will be depicted in the Title I, Part A PowerPoint shared on the Federal Programs site.

1. Step 1: An invitation outlining the date, time, and location of the Annual Meeting; a timeline to include ample preparation time for parents/families to actively participate.
2. Step 2: Communication in multiple formats including flyers posted, and callouts announcing the upcoming meeting will be provided in consideration of this with limited technology access. The Title I team will leverage all assigned social media accounts, and communication formats including email correspondence, school newsletter, and listings with community partners.
3. Step 3: Ongoing publication of the event details will take place leading up to the Annual Meeting through all communication formats including literature outlining event goals and highlights/reminders reflected on social media /newsletter/similar platforms.
4. Step 4: Provide student incentives for attending the Annual Meeting.

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

The use of hard-copies of the literature, associated school assigned social media accounts, robo-call, messenger (marquee updates), and the posting of flyers in visitor public areas as well as listings with stakeholders (community partners).

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: An invitation outlining the date, time, and location of the End of Year Developmental Meeting; a timeline to include ample preparation time for parents/families to actively participate.

Step 2: Communication in multiple formats including flyers posted, and callouts announcing the Developmental Meeting to include forms soliciting input regarding the preparation of upcoming year events will be provided in consideration of this with limited technology access. The Title I team will leverage all assigned social media accounts, and communication formats including email correspondence, school newsletter, and listings with community partners.

Step 3: Ongoing publication of the event details will take place leading up to the Developmental Meeting through all communication formats including literature outlining event goals and highlights/reminders reflected on social media /newsletter/similar platforms.

Step 4: Provide student incentives for attending the Developmental Meeting.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?

The team will provide available resources, supporting strategies, and detailed data outlines to build the capacity for meaningful parent and family engagement literacy training, hybrid platforms resources and training session to address key learning deficits and how best to support students through aligned learning activities and working to strengthen communication through building partnerships with families and parents in educating their students

How will the school implement activities that will build relationship with the community to improve student achievement?

We invite all our community partners and stakeholders to all events to ensure timely input and a platform to foster community voice is consistently integrated. In all events attended, our stakeholders are afforded a space to present their information to families.

(1) How will the school utilize the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.

Parent/family resource materials are available on campus in the parent involvement room that is strategically located in an area that is readily accessible to parents/families. In this area parents/families can receive literature, browse resources, utilize technology, pose questions, and attend morning or evening workshops. The Parent Involvement room is available Monday - Thursday 9:30a.m. - 3:00p.m. and by appointment if needed.

2.The Parent and Family Engagement Room access and associated available materials are posted in the Main Entry Area in addition, signage directing parents/families to the parent engagement room is centrally located and visible upon entering the school.

3.During collaborative learning time, before school, and during Early Release sessions faculty/staff are trained on how to use the Parent Resource Room to foster parent familiarity with the Engagement room

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

1. Title I funds will be used to purchase supplies including paper, pens, pencils, stick notes, chart paper to support workshops and meetings.
2. In addition, funds will also be used to purchase additional technology and printer and toner to allow parents to print from the computer kiosk.
3. Additional Resource materials will be purchased to support literacy goals in alignment with the School Improvement Plan as a component of Title I.
4. Postage will be purchased to send fliers and Title I information to all families.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Title I Annual Meeting (required)	AP and Title I Designee	By explaining to parents, the impact that Title I funds have on the school, and how parent involvement has direct impact on student success, we hope to increase parent involvement at school events and functions. By getting parents involved in their students' classrooms and hearing the expectations of the teachers, we hope to increase parents' involvement in their students' education and homework. This will in turn help us to increase our school grade.	October 2023	Feedback forms and surveys will be used to capture parents/family insight, parental involvement will increase
Title I Developmental Meeting (required)	AP and Title I Designee	Gain feedback and input from families on the Title I programs and events	April 2024	Feedback forms and surveys will be used to capture parents/family insight, completed PFEP with stakeholder input

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
OMS S.T.E.M. Showcase	AP and Title I Designee	Parents/Families will learn the value of the S.T.E.M. concepts and how they are used to enhance student performance and how to support their student's area (s) of deficit and enhance strengths through S.T.E.M.	October 2024	Feedback forms and surveys will be used to capture parents/family insight, increased use of STEM resources at home
Family Data Night	McMillan/Matson/Myers	An overview of resources available to address students' academic deficits through school-based district/state platforms outlining in detail students' data and related resources including those housed in our parent resources center to support parents as they work with their respective student's math, and ELA (specifically building of academic vocabulary).	Oct/Nov 2023	Student data increased after this event.
High School Transition Night	OMS Guidance team,	Families received training in credit transition requirements from Middle to High, information regarding High school programs and related entry/course prerequisites	Dec 2023/Jan 2024	Applications and acceptance into varying high school programs increased after this event.
F.A.S.T. Family Game Night	Math and Reading Interventionist/AP Myers	Students and families will review F.A.S.T. and B.E.S.T. testing requirements in addition to understanding how to navigate the Family Portal through the FLDOE site. Families also received training on accessing student data reports and how to leverage aligned resources to improve performance outcomes for their students.	Feb/Mar 2024	Understanding of testing requirements increased after this event as evidenced by the increase in completed assessments and increasing scores.
Mid-Year Review	Principal Stansel/AP Myers	Review of current academic performance/progress in each accountability area and interventions/supporting programming that will be used to address trends that do not align with outlined goals. Key target areas including discipline data and partnerships/detailed action steps the school will use to reach school academic and behavioral goals.	Jan/Feb 2024	Stakeholders' involvement and input increased after this event.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

The Parent Compact evidence will be included in with the Developmental Meeting and documentation in the form of the attendance fliers, supporting sign-in sheet, agenda, related meeting minutes and attendee evaluations will be provided to reflect that the school has jointly developed a school-parent compact, and that conference were held with parents describing the compact.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Documentation in the form of meeting notes, dates, location, attendees will be maintained as evidence required confer are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations to meet the needs of parents.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

As a Title I school Oceanway Middle will provide that will provide evidence of the dated and signed document provided to parents and families as notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan will be outlined on letterhead with Principal/Designee's signature attesting to the required details including contact information of the school administration to address additional questions.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, 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. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

1. The assistance of parents and families and in the value of their contributions.
2. How to reach out to, communicate with, and with parent and families as equal partners.
3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.

Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
Timely, Effective, Parent Communication	Myers/Herbert/McMillan	Providing teachers training on how to effectively communicate with parents/families and to use approved software to inform families of academic resources that are specific to their students' needs. In addition, this training will support teachers as the work to increase families understanding of ways that can support their student academical and improve student performance.	10/23	Sign-In sheets to document faculty and staff participation
Let's Team Up	Herbert/Myers/McMillan	Faculty and Instructional support staff will be trained on how to use Microsoft Teams to set-up parent conferences, share academic and behavioral support documents. In addition, the team will receive training regarding how to support families as they assist their students in navigating the site to enhance classroom participation and improve academic/behavioral outcomes.	8/2023	Sign-In sheets to document faculty and staff participation

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	The school will coordinate with IDEA and support parents and families appropriately aligning funds to the meet the specific needs of this population of students, progress monitoring and a platform to include parents/families in determining the specific additional support they may need/require. All parents and students will have equal access to all parent activities.
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	The school will coordinate with Title I Part D prevention and integration to incorporate strategies and support parents and families appropriately aligning funds to the meet the specific needs of this population of students, progress monitoring and a platform to include parents/families in determining the specific additional support they may need/require.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	The school will coordinate with Title IX, Part A the McKinney-Vento Homeless Assistance Act to ensure equitable opportunities to children and youth experiencing homelessness and support parents and families appropriately aligning funds to the meet the specific needs of this population of students, progress monitoring and incorporate a platform to include parents/families in determining the specific additional support they may need/require.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	The school will integrate training and Supplemental Academic Instruction including Super Categorical for supplemental instructional opportunities to promote the professional growth of faculty and staff through PLC and Common Planning Meetings.
<input checked="" type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	The school will integrate training and Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers for supplemental instructional opportunities to promote the professional growth of faculty and staff through PLC and Common Planning Meetings.
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	The school will integrate training and Title III, Part A - Helping English Language Learners achieve English proficiency opportunities to promote the professional growth of faculty and staff.
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	The school will integrate training to support Title IV, Part A goals by providing Supplemental Support and Academic Enrichment for students to foster growth of the whole child.

Schools may add lines as needed.