

## Dunedin Highland Middle School

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### Parent and Family Engagement Plan

I, Brandon Glenn, 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 9101(32), ESEA;
- Involve the parents 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 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide each parent with 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 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 highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].



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Signature of Principal or Designee

10/27/22

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Date Signed

## **Mission Statement**

### **Parent and Family Engagement Mission Statement**

**Response:** The Dunedin Highland Middle School community creates a quality educational setting that promotes critical thinking and 21<sup>st</sup> century skills for high school, college, and careers by providing a relevant and rigorous curriculum and building positive relationships with students, families, and the Dunedin community.

## **Engagement of Parents**

**Response:** Dunedin Highland Middle School believes in involving parents in all aspects of its Title I programs; therefore, our school will encourage parents to become active members of our School Advisory Council (SAC) by sending home information about how to sign up for SAC with students as well as posting information on our website. Information will include what SAC is and the voting power that comes with being a member. Parents will have the opportunity to participate in person or online via Teams as all meetings will include an option to join via Teams. More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school-level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. Meeting agendas and minutes from all meetings will be documented and available for review. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent involvement program. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA 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 VI [Section 1118(e)(4)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

## **Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately 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 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Principal and Assistant Principal	September 2022	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box
2	Annual Title I Parent Meeting	Assistant Principal	September 2022	Agendas and sign-in sheets
3	Create sign-in sheets	Assistant Principal	August 2022	Sign-in sheets for meeting and individual classrooms
4	Advertise/publicize event	Principal and Assistant Principal	August 2022	School Messenger messages, school marquee, and posting on school website
5	Develop and disseminate invitations	Principal, teachers, and Assistant Principal	August 2022	Flyer with date of dissemination and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Principal and Assistant Principal	August 2022	Copies of agendas, PowerPoint presentation, and handouts

### **Flexible Parent Meetings**

**Response:** Dunedin Highland Middle School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible when parents come to the school or call/email with questions or concerns. We offer evening events throughout the year with some morning events available as well as an event at a recreation center one of our largest communities' neighborhood. Some events will also be held online through Teams to allow more families to attend.

### **Building Capacity**

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. 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 [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].



Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Back to School Night	Principal and Assistant Principal	Assist parents and students with school-wide and classroom expectations so that their child(ren) will be successful during and after school.	September 2022	Teams links, participation lists, and teacher presentation materials
Ready REP's Data Night	Principal and Assistant Principal	Targeted for care givers of Bubble students, care givers will receive data specific to their children's performance on the latest FAST testing. They will learn how opportunities like ELP can support their children's academic growth and will be able to sign them up at that time. Information about upcoming Saturday Parent Academies will also be provided.	Fall 2022	Invitations, Data Sheets, Sign in Sheets
Course Request Parent Information Session	APC	Parents will learn about how to sign students up for courses for the following year, course progressions, and how to make elective options	January 2023	Sign in sheets, presentation, recording
Take the Test Day	Principal, Assistant Principal, LMTS	Parents will gain a better understanding of how the FAST tests are administered, allowing them to better support their students	Spring 2023	Testing Calendar/Plan, Student PM 2 Scores
TIPS Night	Assistant Principal/Counselor	Parents learn about the opportunity for students to take the SAT in middle school, providing scholarship opportunities	November 30, 2022	Agenda, PowerPoint, Sign in
ELL Culture Night	ELL Coordinator/Assistant Principal	An opportunity for families of English Language Learners to learn ways the school can support their children and how they can support this at home.	December 2022	Agenda, PowerPoint, Sign In
Curriculum Night	Department Chairs/Instructional Coaches/Teachers/Assistant Principal	Families will be invited to gain a clearer understanding of the ELA and Math BEST standards and how the ELA curriculum can be supported in the home.	Spring 2023	Agenda, PowerPoint, Sign In
Course Request Parent Review	APC	Parents will get an opportunity to review the requests that have been entered for the following year for their children, understand why they are being placed in different core courses, and	May 2023	Sign in, recording, presentation

		ensure their children are in the best courses for them		
Learning Lab Series	SCTG Coordinator/ Assistant Principals/ Principal	Parents meet with school personnel to review discipline plan and discipline data to determine changes that need to be made to better meet the needs of students.	September 2022- May 2023	Agendas/ Sign in Sheets

#### Review Rubric:

Strong responses include:

- Description of the content and type of activity including the following: o The state's academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child's progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

#### Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Ongoing PLC	Principal, Instructional Coaches, Assistant Principals	Improve the ability of staff to work effectively with parents.	August 2022- May 2023	Conference agenda and other appropriate documentation as required
Community Outreach	Equity coach, administration	A better understanding of how to view our community from an asset perspective instead of a deficit perspective will assist in improving our expectations of students and, through this, their outcomes.	August 2022	Review of student data compared to previous year
Cross Content Parent Reach	Principal, Assistant Principals, Team Leaders, teachers	Work within cross content teams to identify students' strengths and areas of support and reach out to parents to work	August 2022- May 2023	Cross Content Weekly meeting agendas

		with them to support their children throughout the year.		
Discipline System Training	SCTG Coordinator/ Assistant Principals	Teachers learn how to work more collaboratively with parents to ensure students are meeting behavioral expectations in the classroom, reducing time out of class and increasing student outcomes.	August 2022	Discipline data for 2022-2023 school year compared to year before

## **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 [Section 1118 (e)(4)].

**Response:** Dunedin Highland Middle School will maintain a system to provide parent resources as well as inform others of their availability. We are working together with parents to update email and cell phone contacts in Focus and working with teachers to support teacher-parent communication via email, calls, and texts. Parents will be notified about all upcoming events at the school as well as opportunities for parent workshops and student tutoring.

## **Communication**

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- 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 [Section 1118(c)(4)(B)];
- 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 [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

**Response:** Dunedin Highland Middle School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, email and the school website. At the Back-2-School Night and Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in general meetings. Teachers will maintain sign-in sheets and provide a copy to the Title I coordinator who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be providing a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

## **Accessibility**

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



school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

**Response:** Dunedin Highland Middle School will make the Parent and Family Engagement Plan (PFEP) available to parents in all languages represented at the school site on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office in both English and Spanish and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. 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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## Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

☒ Not Applicable

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### Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory council, and/or developing roles for community organizations and/or business in parental involvement activities;
- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

## Upload Evidence of Input from Parents (into the Audit Box KIA Folder)

Upload evidence of parent input in the development of the plan

## Upload Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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 1118(d)].

Upload an electronic version of the Parent-School Compact in all languages represented at the school site.

## Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)

Note: As a component of the school-level parent and family engagement 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 1118(d)].

Upload evidence of parent input in the development of the compact.

### 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 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Title 1 Annual Meeting	1	3	Helping parents understand the school's SIP, how Title I impacts student learning, and how the school intends to help students achieve proficiency
2	Parent Night	1	50	Parents learned how to support student learning in their child's individual classes
3	Saturday Academy for Parents	3	8-12 per session	Parents learned how to support student learning through the online platform Clever, how to check grades and test history, how to support students in the use of programs like IXL so they could assist students in completing tasks and improving skills without having to be overly knowledgeable on the subjects
4	Course Request Nights	2	1-5 per session though many others viewed the recording after	Parents learned how to sign their children up for courses, what course progressions look like in both core courses and electives, and how to review the courses to which they are assigned so schedules are accurate in the fall, ensuring less student schedule movement, more stability, and thereby increasing outcomes for students

#### **Review Rubric:**

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

### 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 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Faculty Meetings	7	60	Opportunity to discuss with staff concerns related to parent involvement as well as provide strategies for increasing faculty capacity to reach out effectively
2	SCTG Help Sessions	6	15	Help sessions provided to teachers so they could practice making effective phone calls home to partner with parents for the best interest of students
3	Learning Labs	10	12	Work with parents, community, and school staff to restructure the school discipline system to decrease behaviors that impact student learning and increase parent's ability to identify and address behaviors early to prevent need for school-level discipline

#### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

### Barriers

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Lack of parent involvement at Title I Nights (African American, economically disadvantage)	Offer alternate meeting times in the morning periodically throughout the year, create a Title I corner that is regularly updated in the front office to include material on helping parents help students learn, train front office staff to point people towards the corner and answer questions.
2	Unable to contact parents/multiple calls from several teachers in one day (African American, economically disadvantage)	Multiple pushes for parents to update contact information, request parent contact information from students, home visits by student services for parents with no viable contact information, mail home letters informing parents of our inability to reach them.
3	Parents unable to get information on what is happening in their child's classes (economically disadvantage)	Cross content team send home quarterly newsletters with information on class content, testing, field trips and other relevant information. Use the school messenger system to contact parents via the phone.

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**Review Rubric:**

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and
- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

**Best Practices (Optional)**

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of the Activity
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- **Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.