



2019-2020 School Parental & Family Involvement Policy (PFEP)

School:

Each participating Title I public school must develop jointly with families a written school-level Parent & Family Engagement Policy/ Plan (PFEP) that describes how the school will build family capacity [ESEA Section 1116]. Please complete this form and upload in the ADNTITLE1SCHOOLS share drive.

Assurances

Please check all the boxes

- ☐ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?
- ☐ The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA
- ☐ Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community
- ☐ Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan
- ☐ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy
- ☐ Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals
- ☐ Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field
- ☐ Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section 1116]


Principal Signature

8/14/19
Date Signed

1. Involvement of Parents

Describe how your school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used?

School Improvement Plan (SIP) goals will be reviewed in an open meeting to solicit parent input. The Parent & Family Engagement policy will be reviewed with the School Advisory Council (SAC) and SAC will be consulted on appropriate use of funds including Title I funds for Parent Involvement. SAC will also be involved in review of Parent Involvement surveys. SAC Chair and Principal will collaboratively review and sign all Parent Involvement documentation.

2. Coordination and Integration with Other Federal Programs

Describe how your school will coordinate and integrate parent and family engagement programs and activities **with Other Federal Programs?**

MMS will provide a combination of district created programs for parents, in combination with school-created presentations from the Parent Involvement Assistant, working in conjunction with the Academic Coaches and Resource Teachers

Describe how your school will coordinate and integrate parent and family activities that **teach** parents how to help their child(ren) at home?

[ESEA Section 1116]

Workshops provided will specifically address issues that parents can work on with their children at home, and provide tools and resources for parents to be able to assist their children at home.

3. Annual Parent Meeting

Describe the specific steps your school will take to conduct an annual meeting designed to inform parents and families of participating children about the school's Title I program

Activity/Tasks
flyers are sent home to parents in three languages informing them of the Annual Meeting. Additionally, a caller is done in 3 languages and information is posted on the marquee. Twitter and Facebook are also used to disseminate information. The day of the meeting information is presented and distributed to all parents. Translations are available during meeting. Sign-in sheets are kept for documentation purposes.

Provide a description of the nature of the Title I Program that will be shared with parents and families (schoolwide or targeted assistance).

The Title I school wide budget, parent & family engagement strategies and need assessment will be shared during the Annual Title I meeting.

Provide a description of how the meeting will cover the rights of parents at the annual meeting?

Parents rights will be cover during the Annual Title I Meeting as well as sent home with the District PFEP booklet

4. Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

An initial parent survey will be conducted to invite parents to provide input in the development of the Parent Involvement workshop calendar at our first SAC meeting. The survey will seek input with regards to the best time to hold the meetings, topics for the workshops, transportation, and childcare needs. Our goal (again) is for 80% of parents/guardians to attend one or more parent training in 2019-2020. Due to the nature of our schedule, it is easier to offer evening parent meetings at 5:30 P.M. We will survey the SAC parents to consider the possibility of morning or before school meetings as needed.

How will your school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement?

An initial parent survey will be conducted to invite parents to provide input in the development of the Parent Involvement workshop calendar. The survey will seek input with regards to the best time to hold the meetings, topics for the workshops, transportation, and childcare needs. Our goal is for 80% of parents/guardians to attend one or more parent training in 2019-2020.

5. Building Capacity

Please describe all activities that will address the following questions;

- How the school will implement activities that will build the capacity for meaningful parent/family involvement?
- How will the school implement activities that will build relationships with the community to improve student achievement?
- How the school will provide materials and trainings to assist parents/families to work with their child(ren)?
- How the school will provide other reasonable support for parent/family engagement activities?

Type of Activity	Content	Timeline
Meet the Teacher/Open House	Parents will meet their students teachers and walk their student's schedule with their student, and learn about other supplemental programs that Title 1 provides	Monday, August 12, 2019 1:30-3:30 PM
Curriculum Night/Annual Title I Meeting	Parents will learn how to help their students and learn about the supplemental programs that Title I provides.	September 9, 2019 5:30-7:00 PM
Technology Know How and Parent Portal (MMS Created)	Using Programs such as FOCUS, Angel, Gradebook and other District online Programs	October 3, 2019 6:00 PM
School Improvement Plan (SIP) Review	Review of Student Achievement	November 7, 2019 (SAC Meeting)
Hurricane Harvest Student and Parent Celebration	Celebrate and highlight academic clubs, bring families together for dinner and to showcase student accomplishments	November 14, 2019 5:30-7:30 PM
How to Help My Child on the Florida Standard Assessments (MMS created)	Parents will learn strategies to help their student to be successful on the Reading/Math/Science FSA	February 6, 2020 6:00 PM
Social Emotional Needs (MMS Created)	Parents will learn about ways to meet their child's social emotional needs.	March 5, 2020 6:00 PM

6. 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 parents/families on:

- How to reach out, communicate, and work with parents/families as equal partners
- The value and utility of contributions of parents/families
- How to implement and coordinate parent/families programs, and build ties between parents and schools

Content and Type of Activity	Anticipated Impact on Student Achievement	Timeline
Positive Climate and Customer Service	Training for non-instructional staff playing an integral role in welcoming families to the school by providing a risk free environment to increase parent involvement in school.	Fall 2019 and Spring 2020
Effective Parent Involvement	Teacher training to increase effective home-school communication which has a marked effect on student achievement	Ongoing

7. Other Activities

Describe How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)?

Child care provided during parent trainings whenever possible, as well as dinner/food. This removes the barrier to parent involvement. Parent Involvement Assistant provides a one-on-one point of contact here at school and spends time reaching out to parents to relay information about school events, academic progress and provides a constant support for communication from home to school and school to home.

Parent Resource Library: Provides resources including printed materials and computer access.
MMS Facebook, Twitter and website: to update all stakeholders on MMS activities

8. Communication

Describe how will your school provide timely information about the Title I programs?

MMS will send home information and access to the school's and district's parental & Family engagement policies and plans, including how parent involvement funds will be used. All documentation is available in English, Spanish and Haitian Creole. In addition, parents will have access to this information via a parent involvement brochure they receive through the school website and through communication during parent meetings and School Advisory Council Meetings. Parent input was sought in the development of this policy regarding parent communication and school curriculum, the school Parent & Family engagement plan and the use of parent involvement funds. Dialers, social media and e-mail blasts, as well as the school website, will inform about upcoming parent workshops.

How will your school describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

District curriculum coordinators in each of the subject areas have worked with teams of teachers to develop an instructional calendar for all teachers to follow for the core instruction. Building level teams designed a school-wide Florida Standard Assessment writing curriculum based on test item specifications targeting specific school-wide student performance data to guide instruction. Teachers create mini lessons and student data to address specific student needs (school-wide, grade-level, or classroom), in addition to following the overall district content-area curriculum guides. The principal and leadership team monitor the implementation of curriculum guides and rubrics through classroom walk-throughs and attendance at PLC's where data analysis occurs bi-weekly and plans for instruction are outlined. The school will communicate with parents via parent translation phone calls and essential information sent home in three different languages with students, in addition to auto-dialers and e-mails translated into three different languages.

How, if requested by parents, will your school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

Regular SAC meetings (parent requested or otherwise scheduled) and discussions will allow for parent/family input on the education of their children.

How will your school submit parents/families comments if the schoolwide plan is not satisfactory to them?

Regular SAC meeting comments and discussions will allow for parents/families to provide input for potential changes.

9. Accessibility

Describe how your school parent/family engagement activities for all parents/families?(*including parents with limited English proficiency, disabilities, and migratory children*).

To ensure that all parents have the opportunity to participate in parent involvement activities, MMS provides translation at every parent meeting/training. All information going home is available in three languages. Parents with disabilities are welcome to attend all activities and/or services and accommodations are made to allow them access. Event flyers include this information so that parents who need translations or accommodations know ahead of time.

Describe how your 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?

MMS provides translation in Spanish and Creole at all meetings (large group and small group), and activities, via headset, with tutor assistance. Parents are able to receive translation through the headset while the presentation is occurring, so that they receive the same information and at the same time as English-speaking parents.

10. Discretionary Activities

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

Activity	Description of Implementation Strategy	Timeline
Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)]; and	Parent brochure given out at Curriculum night with SAC meeting dates and Parent Workshops for the school year, and offer opportunity for parents to give suggestions and feedback (also done at SAC in the Spring of 2019).	Fall 2019
Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Provide parents access to parent guides, tips and ideas for parents, a library on effective parent involvement activities and ways to assist students, as well as a computer station dedicated to parent use.	All year
Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	MMS parents will receive access to the school's and district's parental involvement policies and plans, including how parent involvement funds will be used. In addition, parents will have access to this information via a parent involvement brochure that they receive, through the school web site and through communication during parent meetings and SAC meetings.	All year
Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Provide meetings and trainings for parents to enhance knowledge and build capacity.	All year
Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	Administer, collect, analyze, and use the result of workshop evaluations to improve parent training and activities.	All year

11. Barriers

Describe the barriers that hindered participation by parents during the previous school year. Include 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)?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Language	Have invitations sent in English, Spanish and Creole. Use the dialer to call parents in 3 languages. Have translators at all workshops for Spanish and Creole.
Child care	Provide child care or space/activity for children while parents engage in presentation (when possible).
Dinner/ Food	Provide dinner/food/snacks for parents, so they can come to Parent Workshops with their family at 6:00 p.m. and not worry about getting home from work, getting dinner, etc. prior to coming.

12. Upload Evidence of Input from Parents on the development of the PIP

Upload a copy of SAC minutes that include statement that parents were given the opportunity to discuss and provide input on the **FY19-20 Parent Involvement Policy(PIP)** prior to approval. Please upload document in your school PI Policy folder (#1) in the ADNTITLE1SCHOOLS drive. [Link](#)

13. Upload Parent-School Compact

Upload an electronic version of the FY19-20 Parent-School Compact. Please upload document in your school Compact folder (#3) in the ADNTITLE1SCHOOLS drive. [Link](#)

14. Upload Evidence of Parent Involvement in Development of Parent-School Compact

Provide copy of SAC minutes that include statement that parents were given the opportunity to discuss

and provide input on the **FY19-20 Parent –School Compact** prior to approval. Please upload document in your school Compact folder (#3) in the ADNTITLE1SCHOOLS drive. [Link](#)

Evaluation of the previous year's Parent and Family Engagement Plan

Review your FY19 School Parent and Family Engagement Policy (PFEP) and complete the sections below.

1. Building Capacity Summary

Provide a summary of activities provided during the **2018-2019** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting, Parent Institute workshops and any other parent workshops. **If activity was not completed, provide an explanation in the space below.**

Content and Type of Activity	Number of Activities	Number of Participants	How did this activity build parent and family capacity to improve student achievement? If not completed, provide rationale.
Meet the Teacher/Open House	1	1007	We had an incredible turnout for this event. Students and families were able to meet their teachers, walk their schedule, be introduced to key staff, receive uniforms, fill out free/reduced lunch forms, sign up/be introduced to the Parent Portal, etc. This allowed the parents to really engage in everything the school has to offer and be ready to support their student academically at the very start of the year.
Curriculum Night/Annual Title I Meeting	1	178	Very similar to the Meet the Teacher/Open House, but more details provided on Title 1 funded positions, parents can now ask specific curriculum and content questions (since school has been in session 3 weeks), and check in with their student's teachers. In addition, stations to sign in for the Parent Portal were available in case anyone needed assistance.
Technology Know How and Parent Portal (MMS Created)	1	8	One on one Parent Portal assistance available in a lab setting, and Resource Teacher and Administration went over all of the resources available through the district website and Parent Portal. Helps to show parents how to check student test scores, grades, etc. and how they can support their student using these resources and other academic online programs at home.
School Improvement Plan (SIP) Review	1	N/A	Reviewed School Improvement Plan with SAC Committee to discuss student achievement and goals moving forward (to set up for future updates regarding this).
Hurricane Harvest Student and Parent Celebration	1	534	Book Fair, Florida Sunshine State Reader information, Rookery Bay and other instructional/academic activities, along with dinner and games provided for all families.
How to Help My Child on the Florida Standard Assessments (MMS created)	1	23	This Parent Workshop specifically addresses each state test, and how parents can assist their students in preparing for these tests, as well as resources available for enrichment at home/outside of school. Also addressed parent questions regarding the schedule and format of each test, and what each test/assessment determines.
Social Emotional Needs (MMS Created)	1	19	This Parent Workshop was created specifically based on feedback from parents, and helps provide parents with tools and resources to address the needs of their pre-teen and teen students.

2. Staff Training Summary

Provide a summary of the professional development activities provided by the school during the **2018-2019** 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.

Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
Presentation from Parent Involvement Assistant during Teacher Planning (Pre-Service week)	1	All instructional and non-instructional Staff	Showed "Life of a Child in America" video and "More than a Bake Sale" PowerPoint, to show importance of Parent Involvement Detailed role of Parent Involvement Assistant Explained upcoming workshops, dates, etc. Went over communication log and translation assistance with parent phone calls and/or parent meetings.

3. Review your FY19 School Parent and Family Engagement Policy (PFEP) Barriers Section.

To what extent did your site implement the steps described in your PFEP? How will Title I Parent and Family Engagement (PFE) funds be used to address the barriers that persist?

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome	Implementation (Full, Partial, Not Yet)	How will Title I PFE funds be used to address the persistent barrier(s)?
Language	Have invitations sent in English, Spanish and Creole. Use the dialer to call parents in 3 languages. Have translators at all workshops for Spanish and Creole.	Full, but did use small group translation instead of headsets for smaller attendance workshops	Continue to ask tutors to assist with translation well in advance to ensure enough coverage for Creole and Spanish translation.
Child Care	Provide child care or space/activity for children while parents engage in presentation (when possible).	Partial, as we were unable to provide childcare in a separate location, BUT did provide an activity for children to work on.	Continue to try to provide a meaningful activity for children, and possibly have students assist within the same room as the workshop, at a separate table, to engage younger children in the activity.