


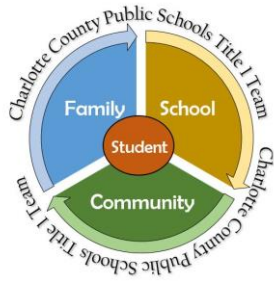
SCHOOL IMPROVEMENT AND PARENT & FAMILY ENGAGEMENT PLAN

2020-2021

MURDOCK MIDDLE SCHOOL

APPROVAL DATE: 9-3-2020	MID YEAR REVIEW DATE:	END OF YEAR REVIEW DATE:
		

----- TITLE I TEAM USE ONLY -----



INSTRUCTIONS

Many Family Engagement plans will have to be adjusted during this school year due to COVID-19 procedures and social distancing. These changes will most likely rely heavily on virtual presentations. This will not eliminate the need for documentation (flyers, sign-in sheets, presentation evaluations, agenda and minutes). Please remember this when planning and implementing your meetings, presentations, and events.

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to Google Doc .



DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Explain how your school PFEP and Compact will be shared with families, staff, and community. Remember to include electronic sharing and hard copy sharing strategies.

Murdock shares the PFEP and Compact on our school website. We also have hard copies in the front office, and AFA office. Compacts will be signed when there is a parent teacher conference with guidance.

OUR SCHOOL DEFINITION OF FAMILY ENGAGEMENT

How does your school define Family Engagement?

Family Engagement at MMS strengthens the connections between students, school, and family by valuing communication, joint decision making, and collaborating with community partners

INVOLVEMENT OF PARENTS

- ☐ The 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.

Evidence of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used.

Monthly SAC/PTO meetings

Our team set in place to make up the PFEP

COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

- A. The school will coordinate and integrate parent and family engagement programs and activities.
- B. The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

Program	Coordination
Title I	AFA will provide informative activities and workshops for families to connect with their children at home and at school.
Title II	PD days to help support the teachers and the staff strengthen their skills
Title III	ELL Paras Before and after tutoring with multiple staff members speaking different languages
Title IV	Support student achievement and increase positive school climate and strengthen parent and community involvement
Title X	Homeless Education working with school social worker and homeless coalition to

	help needy families

ANNUAL PARENT MEETING (this is NO LONGER just Open House) and COMMUNICATION

The school will provide timely information about the Title I programs.

- A. Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program.
- B. Description and explanation of
 - a. Curriculum used at the school
 - b. Forms of academic assessment used to measure student progress
 - c. Achievement levels of the Florida State Standards
- C. Description of the nature of the Title I program that is shared with parents.
- D. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
- E. If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- F. The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]
- G. Could be grade level meetings, SIP meetings, SAC meetings

Annual Title I Meeting(s) Activities/Tasks	Person(s) Responsible	Timeline	Evidence of Effectiveness
A: Annual Title I meeting: sent out invitations/notification on Facebook, website, and REMIND C: Virtual Annual Title I Meeting	admin/AFA /Renee Wiley	Aug	Virtual sign in
B: School Messenger calls to parents announcing meetings	Admin	ongoing	Print out of outgoing message
A: School Marquee for PTO/SAC that will display time and day of meetings	Admin	ongoing	Sign in sheets of parents/picture of mar
B: informational handouts for families on how to access Focus and monitor student grades, given out in first week packets	Admin/staff	ongoing	Copies of handouts

E: Grade level expectations and conferences will be made for parents during their meeting with guidance	Guidance counselors/teachers	ongoing	Signed compact and conference form

FLEXIBLE PARENT MEETINGS

- ☐ How the school offers a flexible number of meetings, such as meetings in the morning or evening.
- ☐ How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

Due to Covid 19, our meeting will be held virtually, until it is safe to meet in person. We will record the notes and the meeting and send it out to our parents through Messenger or Remind.

BUILDING PARENT AND FAMILY CAPACITY for 2020-2021

- ☐ The school will implement activities that will build the capacity for meaningful parent/family engagement.
- ☐ The school will implement activities that will build relationships with the community to improve student achievement.
- ☐ The school will provide materials and trainings to assist parents/families to work with their child(ren).
- ☐ The school will provide other reasonable support for parent/family engagement activities.
- ☐ Identify the [Type of Family Engagement](#) your activity is and identify that as part of the 1st column. This will help you be aware of the types of activities you are offering.



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|------------------|---------------------------|
| 1. Parenting | 4. Learning at Home |
| 2. Communication | 5. Decision Making |
| 3. Volunteering | 6. Collaborating with the |

Community

Family Capacity Building: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness	Number of Attendees
5. PTO/SAC	Admin/AFA	Opportunity to review student achievement data and school activities for student success	On going monthly meetings	Remind messages go out/ Facebook/ and on school website	
4.Cyber safety dinner	AFA/Renee Wiley	Learning and getting tools to deal with cyber and their children	November	Sign in sheets	
6.Laser tag	AFA / PTO	Working as a team	February	photo/ sign in sheets/facebook	
6.Glow run	AFA/ PTO	Learning health and awareness of local surroundings	December	photo/sign in/facebook	
2.Success Academy dinner	Admin/AFA	What to expect from the program	December	Sign in/parent evaluation form	
2.Stem wars Science	AFA and science team	Will improve science grades and learn something new	March	Sign in/ flyers/ remind	
1.Data with Psychometrician: Focus & Edis	CCPS	We will see academic growth with all students	September	Sign in	
4.Book Fair	librarian	Provide students with books to build home libraries	March	flyers/sign in sheets/remind facebook	
6.CTC night	Admin/AFA	Provide Families with alternative education besides college	April	Sign in sheets/ remind/ flyers/ facebook	

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BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

- ☐ How is your school nurturing the staff's skills with Family Engagement?
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the value and utility of contributions of parents/families. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in how to reach out to, communicate with, and work with parents/families as equal partners. [ESEA Section 1116]
- ☐ Describe the STAFF development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116]

Building Staff Development for Family Engagement: Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
Discipline plan PD including importance of teacher-parent communication on both minor and major behavior concerns	DeShawn Jenkins	Reductions in referrals by including parents	ongoing	Admin. Review of discipline steps in Focus Increased frequency of teacher communication with parents
MTSS	Admin/SRO/Larry Zeides	parent/staff communication	Every week on Thursday	Students stay on track and practicing safe

				behavior
Active shooter training. Training and drills will include communication with families	Deputy Morris	Students will experience decreased anxiety around drills and other safety issues due to clear communication and inclusion of parent/family awareness	1st quarter	Parents have clear lines of communication in the event, increased family awareness of safety preparedness and student experiences during the drills
School communication team	AFA, Ramos-newsletter, Hoyle-webmaster, Young-leader	Increased consistency of message across several media formats will help keep families and students aware of important events	Monthly meetings- will also discuss outcomes with staff in weekly full staff meetings wednesday morning	Getting feedback from families through email and phone calls
Updating Syllabi with team to be shared with students and families	Program planner and team members	Teachers will publish syllabi for each course taught. Parents are to review and return signed syllabi. Parents and students will have a clear description of academic expectations	1st 2 weeks of semester	Return Syllabi
How we see our families	Principal and AFA	We will be able to help the students and families, with better acknowledgment of their background and their lifestyle	1st quarter and follow ups	Progress of children in academics and socially

Welcoming phone calls or communication	Administration, AFA, teachers	Parents and guardians will be able to communicate with the teachers and it will bring a 2 way street	First week of school and ongoing through each semester	
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FAMILY SURVEY

Using your school survey results, choose a minimum of one (1) question from each topic listed below to address this coming school year.

Family Efficacy

TOPIC: School Belonging
QUESTION: How confident are you in your ability to make sure your child's school meets your child's learning needs?

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Workshop on accessing FOCUS and developing a family plan for monitoring student process	AP Young Principal Welton	Develop a clear instructional guide and distribute to families workshop/presentation for families during PTO meeting and online access as well	Complete by 1st quarter Mid year	Increase parent usage in FOCUS Attendance of families at workshops

Learning Behaviors

TOPIC: Learning Strategies
Question: How much effort does your child put into school

related tasks?

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness
Class meetings about expectations	Leadership team	Schedule presentations	1st week of school	All students attended grade level meetings
Learning and responsibility expectations to be taught by teachers in every class	Leadership team	First week school packets	ongoing	Parent forms

OTHER TOPICS TO ADDRESS (optional)

TOPIC:

Question:

ACTIONS and ACTIVITIES	Person(s) Responsible	What needs to be completed?	Timeline	Evidence of Effectiveness

OTHER ACTIVITIES

- ☐ Other activities, such as the Family Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

Family presentation/workshop on FOCUS, grade level expectation meetings, expanding resources for families in the Family Resource Center, expand family after school activities

COMMUNICATION

- ☐ The school will provide timely information about the Title I programs.
- ☐ The school will 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.
- ☐ If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
- ☐ The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]



Describe how the school will provide regular, **two-way**, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

SAC/PTO meetings monthly
Newsletter- has contact info on each section and can email or call the extension
WMMR - school news channel that is also recorded on youtube for students and parents to watch at their leisure
School website updates
Creation of communication team
REMIND App

ACCESSIBILITY

- ☐ Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
- ☐ Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

“to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.” [ESEA Section 1116]

Murdock will provide full opportunities for participation in parent/family engagement activities for parents/families. Our events will be scheduled both during morning and evening hours to meet the needs of our working families. Bilingual staff will be present during parent/family activities to address language barriers. Print materials will be made available in both English and Spanish when possible. We will share information related to school and parent/family programs, meetings, school reports, and other activities via our school website, newsletter, REMIND, and calls home. The newsletter will be **available** in the Family Center, Front Office, on website, as well as being mailed out to every family every quarter.

BARRIERS

- ☐ Describe the barriers that hindered participation by parents during the previous school year.
- ☐ Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

Barrier	Steps to Overcoming Barrier	Persons Responsible	Timeline
Non-English speaking parents and students	Hired 2 paras that are bi lingual as well as a guidance counselor	Ramos, Garcia, Tavaras	Availability all day everyday
Parents not being able to make after school activities	We do parent activities a little later, and offer food to families so they don't have to worry about missing dinner	Admin/AFA	Evening events to help families engage in school presentations & events.

2020-2021

SCHOOL IMPROVEMENT PLAN GOALS

GOALS (anticipated in your 20-21 SIP)	How will this goal be communicated to families?	How will the skills necessary to support this goal be provided to Families?
Increase ELA scores	SAC meetings	Monitoring student progress by reinforcing skills needed to ensure reading success and overall growth. Parents/guardians will communicate with teachers via email, phone calls and Remind.
Increase family engagement	PTO, SAC, phone calls, REMIND, signage	Attend PTO and SAC meetings, attend after school family events
Decrease student discipline	Virtual open house that is on website,SAC, PTO, letters home	Parents will monitor students' discipline in FOCUS. Phone calls to parents/guardians. If it's something minor, a staff member will call home, but if its something that is major, Mr. Jenkins will handle the calls. When students have a good day, staff members will call or send a text home. Students that exhibit positive behavior will also be rewarded with small tokens such as music in cafe or a ticket for a raffle from PBIS(positive behavior team).
Improve learning gains of lowest 25%	REMIND, newsletter, FOCUS, progress and report cards, phone calls home, google classroom.	Promoting good attendance Attending conferences/school events Communicating with school staff Monitoring grades in FOCUS. We promote healthy attendance on our school news station every

		<p>morning. When it comes time for testing days, we have contests that if a certain percent is here, then the whole school will get a special thing.</p> <p>If students are sick/quarantined we encourage them to stay at home, and that is not penalized. We make a little stay at home bag for students for the 10 days or 2 weeks of quarantine.</p>
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PFEP & Parent/School Compact

MID YEAR REVIEW 2020-2021

TO BE COMPLETED IN DECEMBER or JANUARY [MARK IT ON YOUR CALENDAR ;\)](#)

DATE:

ATTENDEES & ROLES

TAMI TECH: TEACHER

PAPA PAUL: PARENT

ABBY ACTION: ADMIN

AGENDA (remember to take notes and to label P for parent/family, T for teacher, & A for Admin, C for community partner))

2020-2021 PFEP REVIEW

1. UPDATES
 - Successes
 -
 - Challenges
 -
 - Add data to PFEP tables
2. NEW IDEAS
3. THOUGHTS FOR 2021-2022 PFEP

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COMPACT NOTES

4. UPDATES

- Successes
 -
- Challenges
 -

5. NEW IDEAS

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6. THOUGHTS FOR 2019-2020 PFEP

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NOTES (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

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ACTION ITEMS

- 1.