

<b>MELROSE ELEMENTARY SCHOOL</b>  <b>Today a Reader Tomorrow a Leader</b>  Leah Lundy – Principal Terri O’Quinn - Asst. Principal 401 State Road 26 Melrose, FL 32666 (352) 475-2060 <a href="http://mes.putnamschools.org/">http://mes.putnamschools.org/</a>  <b>2020-2021 Parent and Family Engagement Plan</b>	<b>Involvement of Parents</b>	
	<i>Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.</i>	This plan is available in the front office all year. The plan is also discussed (suggestions for input from parents solicited) at several SAC meetings a year. Mrs. Lundy reminds parents of their rights to provide input for the plan during the Annual Title I meeting.
	<i>How do you use the review of the previous year’s plan to retain, revise, or replace strategies to design more effective engagement?</i>	The previous plan, along with suggestions for improvements are discussed and revised as needed to meet the current needs of our families
	<i>How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?</i>	Family Engagement funds are discussed (parent input solicited) at family nights, the Annual Title I meeting, and SAC meetings. The Annual Title 1 meeting was held virtually Tuesday, September 15 at 6:00pm.

As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:

- Invite and encourage parents/families to jointly review, revise, and improve the Schoolwide Plan, the Parent and Family Engagement Plan, and the Parent-Student-Teacher Compact;
- Invite and encourage parent/family attendance to the school's Annual Title I Meeting;
- Involve parents/families in decisions about how Title I, Part A funds are spent;
- Provide parent/families with timely information in an understandable format Right-to-Know information, and upon request, the professional qualifications of classroom teachers and paraprofessionals;
- Provide an individualized student report on their child's performance on State tests; and
- Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.

## Melrose Elementary School

# JOIN US FOR OUR Virtual Annual Title 1 Meeting

TUESDAY, Sept. 15 AT 6PM

[meet.google.com/qqq-utzx-buy](https://meet.google.com/qqq-utzx-buy)

**Working  
Together for  
Our Better  
Future**

### TOPICS OF DISCUSSION

What is Title I? The School Improvement Plan, the Parent Involvement Plan, The parent Compact, Testing Requirements, the Curriculum, and parent activities.

For More Information Call:

	<p><b><i>What evidence do you have to document parent/family participation in writing/reviewing your PFEP? What evidence do you have that documents parent/family input in spending PFE funds?</i></b></p> <p><b><i>Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.</i></b></p>	<p>Due to the COVID 19 virus, parents were afforded the opportunity to review the PFEP and provide input during the month long Drive-up registration (July 2020-August 2020). Please see attached <a href="#">documentation</a>.</p>
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Comment [1]: ✓

## July 2020 – August 2020

**Ongoing Agenda:**

As a parent of a student at Melrose Elementary School, I reviewed the 2019-2020 Parent and Family Engagement Plan. I was afforded the opportunity to provide input in the writing of the plan for the 2020-2021 school year. I reviewed and gave input regarding the spending of the PFE funds.

[illegible]

	<p><i>Describe how the school will share comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP. How will this plan be made available to the community?</i></p>	<p>The school will publish parent comments and concerns anonymously in the new PFEP (which is uploaded to the School Improvement Plan). The School Improvement Plan and the Parent and Family Engagement Plan is available online or in print in the front office. Parent and family comments expressing dissatisfaction with the plan will be submitted to the Office of Federal Programs</p>
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**Comment [2]:** Terri - Are you adding the comments anonymously? Will you add to this section "Parent and family comments expressing dissatisfaction with the plan will be submitted to the Office of Federal Programs."

<p><b>Flexible Parent Meetings</b></p>	
<p><i>Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.</i></p>	<p>Parent conferences can be scheduled prior to, during, or after school. SAC meetings start times rotate from morning to after school. There are numerous family engagement activities held at night as well.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.</i></p>	<p>Parent conferences can be scheduled prior to, during, or after school. SAC meetings start times rotate from morning to after school. There are numerous family engagement activities held at night as well. Childcare and/or transportation can be provided as needed. Virtual meetings can also be scheduled in lieu of face to face meetings.</p>
<p><b>Annual Parent Meeting –</b> the annual Title I meeting must be a stand-alone meeting with an agenda and sign in sheet clearly indicating that the meeting was only for the purpose of informing stakeholders that the school is a Title I school, explaining the requirements of being a Title I school, and the rights of parents to be involved. Federal Programs has been advised by the state that it is inappropriate to count this meeting as documentation of the opportunity for parents to review and revise the PFEP, the Schoolwide Plan and the School-Home Compact.</p>	
<p><i>Date and time you will hold your Annual Title I Meeting</i></p>	

**Comment [3]:** Will childcare, transportation or home visits be provided?

<p><b><u>Notification and Invitation:</u></b></p> <ul style="list-style-type: none"> <li>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</li> <li>How will the school assure the notification and invitations are in a language all parents can understand?</li> </ul>	<p>The meeting date/time information is printed in the newsletter, on the marque, and teachers send reminders via Class Dojo. Spanish newsletters are available as well. Melrose Elementary Schools utilizes Facebooks as a means to communicate with parents, families, and the community as well.</p>
<p><b><u>Information:</u></b></p> <p>Please describe how your meeting will cover the required information about:</p> <ul style="list-style-type: none"> <li>Benefits to all students in a Title I schoolwide program;</li> <li>Right-to-know 4-week out-of-field letters &amp; teacher and paraprofessional qualification information,;</li> <li>explanation of curriculum;</li> <li>assessments used to measure student progress,;</li> <li>expected achievement levels on state tests;</li> <li>PFE funds;</li> <li>School Compact and;</li> <li>opportunities provided for engagement.</li> </ul>	<p>Mrs. Lundy will review benefits, right-to know, curriculum, assessments, PFE funds, school compact, and opportunities for engagement in her presentation. A hand-out with this information is given to parents as well.</p>
<p><b><u>Barriers:</u></b></p> <ul style="list-style-type: none"> <li>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</li> </ul>	<ul style="list-style-type: none"> <li>The meeting will be held virtually this year, the barriers could be lack of internet or devices. The meeting will be recorded for future viewing if requested.</li> </ul>
<p><b><u>Evaluations:</u></b></p> <ul style="list-style-type: none"> <li>How will you get feedback from parents about the meeting?</li> </ul>	<ul style="list-style-type: none"> <li>Feedback forms will be available for parents. Feedback will be received via the chatbox in Google Hangouts. The administrative staff will address all concerns within a week.</li> </ul>
<p><b><u>Parents who do not attend?</u></b></p> <ul style="list-style-type: none"> <li>How will you get the information home to parents who did not attend the</li> </ul>	<ul style="list-style-type: none"> <li>The handout containing all the information that will be distributed at the Annual Title I meeting will be available in the front office and online for any family member that was unable to attend the meeting. The recording and powerpoint will be added to our Facebook page for reference.</li> </ul>

**Comment [4]:** Does Melrose have a FaceBook page? If so, would you also utilize this option to inform parents, families and the community of events?

**Comment [5]:** Are these handed out at the conclusion of the TI meeting? When and how will the feedback be discussed for follow through?

**Comment [6]:** If you use a ppt. in the presentation, will you add it the the website for parents to reference?

meeting?	
<p><b>Building Capacity of Parents to Support Their Child</b></p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p> <ul style="list-style-type: none"> <li>How will your school help parents gain an understanding of such topics as: the State's standards, state assessments, achievement levels of proficiency, and how to monitor their child's progress?</li> <li>What training or materials will you provide to help parents work with their child to improve their child's academic achievement?</li> </ul>	

**Comment [7]:** What parent workshops, training or activities are anticipated for this year?

Title - Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
3rd grade FSA parent night	Increase parent and student awareness of reading and math expectations . Increased awareness and practice will lead to increased achievement.	Sample test	Sept 24, 2020 Virtually 6:00pm (accommodates all parents)				
4th - 6th FSA Writing workshop	Increase parent and student awareness of writing expectations . Increased awareness and practice will lead to increased achievement.	Writing samples rubrics	November 19, 2020 Virtually 6:00pm (accommodates all parents)				
Kindergarten parent workshop	Increase parent knowledge of end of year expectations.	Teachers Zoom breakout rooms Sight word list	January 14, 2021 Virtually 6:00pm (accommodates all parents)				
STEM night	Increased achievement will occur due to hands-on learning activities related to STEM.	Art supplies	February 18th, 2021 6:00				

<ul style="list-style-type: none"> <li>How do you assess the needs of parents?</li> <li>How does parent input inform what types of events or workshops you have at your school?</li> </ul>	<p>Parent surveys</p> <p>Daily interactions with parents before and after school</p> <p>Parental input drives parent workshops such as the FSA Writing workshop with sample papers and rubrics</p>						
<ul style="list-style-type: none"> <li>How do you evaluate the effectiveness of capacity building activities?</li> </ul>	<p>Parent feedback forms/ Parent Surveys/achievement data  </p>						
<ul style="list-style-type: none"> <li>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.</li> </ul>	<p>We incorporate the community through the career fairs, touch-a-truck, SAC meetings, Breakfast with Santa, community members read to classes, and other events. Students walk to the public library for STEM/Literacy/Music activities and they walk to a local Art Center (Mossman Hall) for Art activities. We also work with the MYSA(Melrose Youth Sports Association) to offer sports activities for students. Eliam Baptist is working with the school to do a Pack a Sack program.</p>						

Comment [8]: ✓

Comment [9]: ✓

Comment [10]: Sounds like the community really supports the school and students!

- Examples of capacity building events/activities: literacy training, using technology, Florida standards/curriculum, testing, progress monitoring, transition information, (K, MS, HS), College and Career, Graduation requirements & scholarships.
- Agendas must document that parent/family activities had an academic component that facilitated parents and family being able to support their child's Academic achievement. Sign-in sheets are required documentation.



### Building the Capacity of Staff (Professional Development)

***This is a requirement under ESSA***

Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....

- *how to reach out to, communicate with, and work with parents/families as equal partners,*
- *the value and utility of contributions of parents/families*
- *how to implement and coordinate parent/family programs*
- *how to build ties between parents/families and the school*

Please describe below how you will provide professional development

Topic-Title	Purpose? How does this activity help staff build school/parent relationships?	Implementation format: (workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
Parent involvement and communication	Review compact use during parent conferences, Class Dojo, making positive parent phone calls will provide professional development to teachers on efficient and varied ways to reach out to, communicate with, and work with parents as equal partners.	PLC - SBLT	Grade level teams	Sept 2020
Mental Health	Teaches staff members how	PLC - Sarah Wylie	All teachers	Pre-planning

**Comment [11]:** These PLC's need to be documented with agendas, sign-in sheets and notes in the audit box. Will you assign a specific person in each grad/level or content area to be responsible for this task. I have found in the past, PLC documentation often does not get to the audit box. Assigning responsibility helps.

Awareness/Caring Communities	to communicate with parents when they have concerns about a student's mental health and on the value and utility of a parent's knowledge of their <b>child</b> .			
Building relationships with community and families	Encourages involvement from all stakeholders to build ties between the school and parents/ <b>families</b> .	Leah Lundy	All faculty and staff	Pre-planning

**Comment [12]:** ✓

**Comment [13]:** Please include your pre-planning agenda and sign-in sheet with this activity documented in the audit box.

<b>Communication</b>	
<i>Describe how you notify each family in a timely manner in an understandable format when their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is out of field?</i>	Currently we do not have any teachers out-of-field. If we did parents would be notified with a four week <b>letter</b> sent home with students in their backpacks.
<i>Describe how you provide each family with timely notice in an understandable format regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals. Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i>	Teacher Certification <b>Information</b> was sent home with students the first week of school.
<i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are</i>	The curriculum, various assessments, and achievement levels are reviewed at the Title 1 parent night, during teacher conferences, during writing workshops, and other parent <b>nights</b> .

**Comment [14]:** Will the letter be sent home with students? Mailed?

**Comment [15]:** This section refers to the form letter sent out in English and Spanish that should be sent home early in the school year. Will the letters be sent home with students, handed out at the TI Meeting, added to the school's website?

**Comment [16]:** ✓

expected to obtain.	
Describe how the school will provide each family an individualized report about their child's performance on state assessments.	Due to COVID-19, students in the State of Florida did not participate in statewide testing for the 2020 school year so there are no individual student scores to share with parents.
Describe how you ensure that your school holds parent-teacher conferences during which the compact is discussed as it relates to the individual child's achievement. How is this requirement documented that it occurred? (This is a requirement for elementary schools only, but it is a legislated requirement).	Each teacher has copies of the compact that is to be reviewed during the conference. Upon reviewing the compact with the parent, the teacher and the parent sign and date the compact.

**Comment [17]:** Please be sure to have teachers provide this documentation to you for the audit box.

<b>Coordination and Integration – If any of the programs below do not apply to your school, please indicate N/A.</b>	
Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.	
• <b>Homeless</b>	The homeless liaison meets regularly with administration to monitor the progress of the homeless student population.
• <b>Migrant</b>	Federal Programs coordinates services for migrant students. Representatives also meet regularly with administration to monitor the progress of the migrant student population.
• <b>Headstart</b>	The District's Pre-K Department coordinates services for students entering Kindergarten from Headstart with PCSD.
• <b>Title II</b>	Melrose Elementary utilizes input from all stakeholders in addition to testing and attendance data to determine professional development needs.
• <b>Title III - ELL</b>	Federal Programs coordinates support services for ELL students within the district. Native language translations are provided as necessary.
• <b>Title IV</b>	Federal Programs coordinates and integrates Title IV funds within the district. They support STEM, mental health, anti-bullying, and other activities to improve all schools.

**Comment [18]:** ✓

<ul style="list-style-type: none"> <li>• <i>Title V</i></li> </ul>	Federal Programs coordinates and integrates Title V funds within the district.
<ul style="list-style-type: none"> <li>• <i>ESE</i></li> </ul>	The Exceptional Services Department integrates and coordinates parent involvement of exceptional educational students.
<ul style="list-style-type: none"> <li>• <i>Neglected and Delinquent</i></li> </ul>	Federal Programs coordinates services for neglected and delinquent students.
<ul style="list-style-type: none"> <li>• <i>SAC</i></li> </ul>	Melrose Elementary has a SAC committee that supports the school and students.
<ul style="list-style-type: none"> <li>• <i>PIDAC/MPAC (Migrant Parent Advisory Council)</i></li> </ul>	Federal Programs schedules and advertises monthly PIDAC/MPAC meetings.
<ul style="list-style-type: none"> <li>• <i>PTO/PTA</i></li> </ul>	Melrose does not have a PTA, but does have an active Friends of MES and SAC committee.
<ul style="list-style-type: none"> <li>• <i>Community Agencies</i></li> </ul>	Melrose has very active involvement with Mossman Hall and the library.
<ul style="list-style-type: none"> <li>• <i>Business Partners</i></li> </ul>	Melrose Elementary does not currently have any active business partners.
<ul style="list-style-type: none"> <li>• <i>Other</i></li> </ul>	

Accessibility	
<i>What opportunities do parents have to participate in their child's education?</i> <ul style="list-style-type: none"> <li>• Volunteer?</li> <li>• Mentor?</li> <li>• SAC?</li> <li>• PTO/PTA?</li> <li>• Other?</li> </ul>	Parents are invited to volunteer, be a member of the SAC team, be a member of the Friends of Melrose group, and attend numerous family activities throughout the year.
<i>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</i> <ul style="list-style-type: none"> <li>• school and parent programs</li> </ul>	Monthly newsletters are sent home to inform parents of nightly events, parent meetings, and any other school related activities. All of these activities are listed on the school marque as well as the school website and Facebook.

Comment [19]: ✓

Comment [20]: Does Melrose utilize FaceBook?

<ul style="list-style-type: none"> <li>• meetings</li> <li>• school reports</li> <li>• other activities</li> </ul>	
<p><i>What barriers hinder participation by parents in parental engagement activities?</i></p> <p><i>What steps will you take this school year to overcome these 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.</i></p> <p><i>Please address the subgroup populations that are included in your schoolwide plan as performing below the state average. How will you support the parents and families of these subgroups to help their children at home?</i></p>	<p>Jobs, transportation, lack of interest</p> <p>Parental engagement activities will be scheduled at various times, food will be provided, students may perform for their parents, etc.</p> <p>The two subgroups (African-American and Students with Disabilities) will be invited and offered incentives to attend activities.</p>
<p><i>How does your school provide information to parents in their native language?</i></p> <p><i>What languages do you provide?</i></p> <p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></p>	<p>We do not currently have any ELL students. If we do, communications will be provided in their home language.</p>
<p><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></p> <ul style="list-style-type: none"> <li>• Parent/Family Resource Centers</li> <li>• Parent Liaison</li> <li>• Data Reviews</li> <li>• SAC</li> <li>• PTO</li> <li>• PIDAC</li> <li>• Other</li> </ul>	<p>We venture to have monthly activities that are engaging to parents. We will offer food and snacks as available. Most meetings and activities will be virtual until further notice due to COVID-19.</p>

Comment [21]: ✓

Comment [22]: ✓