

**MOSELEY ELEMENTARY
SCHOOL**



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2020-2021
Parent and Family
Engagement Plan

Involvement of Parents

Describe the process of making this plan an ongoing shared responsibility and how parents/families provide input to review and improve this plan.

Parents and students will be invited to an initial SAC meeting to solicit input for the 2020-21 PFEP. The PFEP will be a living document that will be changed if/when needed. It will also be available for review, at any time, in the front office.

Additional monthly SAC meetings will be held virtually this year, as well as face to face as long as it is safe to do so. Agendas, minutes, sign-in sheets, or virtual logs will be used to document the meetings.

How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?

We meet as a team that includes students, staff, parents and community members. We visit the activities that were in place last year and revise, replace or improve based on attendance and outcome. Academic needs, based on our school improvement plan goals drive the content of the family activities.

How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?

Funding of Title 1 dollars will be discussed at the first meeting. Through regular monthly parent meetings, we will be able to discuss and vote on ways that Parent and Family Engagement funds will be spent. Invitations will be sent out in student's backpacks, email, as well as a call out invitation sent. Meetings may be held virtually depending on CDC guidelines.

<p>As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:</p> <ul style="list-style-type: none"> • 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; 	<p><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></p>	<p>Agendas, sign in sheets and meeting notes or a virtual meeting log is kept for all meetings, to include the review of the PFEP and ongoing meetings throughout the year.</p>
<ul style="list-style-type: none"> • 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. 	<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>All stakeholders will have a chance to attend meetings where discussions take place. The PFEP will be available to anyone in the front office throughout the year and posted on the school website. The PFEP will also be discussed and available at the Annual Title 1 meeting. Meeting notes will also be posted to the school website.</p>

<p>Flexible Parent Meetings</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>Events are held at various times of the day to accommodate parent schedules. The meetings will also be held virtually and face to face if CDC guidelines allow.</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</i></p>	<p>Meetings are held during the school day and after school hours. We provide activities for students to participate in while parents are involved in adult</p>

<i>of their child.</i>	educational activities. This year, we are adding a virtual meeting platform to accommodate parents that are unable to attend face to face meetings.
Annual Parent Meeting	
<i>Date and time you will hold your Annual Title I Meeting</i>	The Annual Title 1 meeting is scheduled for Tuesday, September 22nd. This meeting will be recorded and uploaded on our school website.
<p><u>Notification and Invitation:</u></p> <ul style="list-style-type: none"> • <i>How will the school inform and invite parents/families in a timely manner about the Annual Meeting?</i> • <i>How will the school assure the notification and invitations are in a language all parents can understand?</i> 	Notifications and invitations for the annual meeting are sent out in advance. The invitations will be sent home with students, posted on the school's Facebook page, the school website, and will be in a call out. The invitations will be sent out in both English and Spanish.
<p><u>Information:</u></p> <p><i>Please describe how your meeting will cover the required information about:</i></p> <ul style="list-style-type: none"> • <i>Benefits to all students in a Title I schoolwide program;</i> • <i>Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;</i> • <i>explanation of curriculum;</i> • <i>assessments used to measure student progress,;</i> • <i>expected achievement levels on state tests;</i> • <i>PFE funds;</i> • <i>School Compact and;</i> • <i>opportunities provided for engagement.</i> 	A powerpoint was created to go over each of the required areas. Input and participation from those in attendance was encouraged. Parents were given additional copies of the School Compact. There was also a calendar posted to inform them of upcoming parent activities. Teachers will provide students with a School Compact and additional copies of the School Compact will be located in the main office.
<p><u>Barriers:</u></p> <ul style="list-style-type: none"> • <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i> 	<ul style="list-style-type: none"> • Parents are often unable to attend due to childcare or time constraints. Due to CDC guidelines we may not be able to offer meetings on campus. We will offer virtual meetings and record the meetings to provide parents with an opportunity to participate.

Evaluations: <ul style="list-style-type: none"> How will you get feedback from parents about the meeting? 	<ul style="list-style-type: none"> We will provide parent surveys after the meetings and encourage feedback so that we can better serve the needs of all parents. Parents have the option to provide feedback by emailing or calling administration, Facebook messages, and through collaboration during the meeting.
<u>Parents who do not attend?</u> <ul style="list-style-type: none"> How will you get the information home to parents who did not attend the meeting? 	<ul style="list-style-type: none"> Relevant information will be sent home to all students as well as advertising the information on the school's social media page and the school website.
<p>Building Capacity of Parents to Support Their Child</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"> 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? What training or materials will you provide to help parents work with their child to improve their child's academic achievement? 	

Title - Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
Title 1 Parent Meeting	Parents understand their role in their child's education. Parents received information on state assessment requirements, curriculum, teacher certification, school-home compact, parent and family engagement opportunities and other Title I information	Slide Presentation Compact	September 22, 2020				
Bingo For Books	Reading contract will be signed by parents and students. Parents are given training on the importance of	Take home books available for all families in	November		X	X	

<i>student achievements</i>	
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Building the Capacity of Staff (Professional Development)

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
Teaching at a low income school	It closes the gap of understanding between parents and teachers giving staff a greater appreciation for the value and utility of parent contributions as equal partners in their child's education.	Book Study- A Framework for Understanding Poverty by Ruby K. Payne	Teachers	November 2019

Communication

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

We send home a letter to each student in their spoken language to inform parents each time a teacher who is out of field teaches a class for more than 4 weeks. Copies of the 4-week letters are also in the Title I Notebook in the front office of the school.
Students participating in digital learning will receive a letter digitally.

<i>who is out of field?</i>	
<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.</i>	A notice is sent home at the beginning of the year to all parents informing parents of where to find information on the certification of their child's teacher. This information is also addressed at the Title 1 Annual Meeting and a copy of the letter is placed in the Title I Notebook located in the front office of the school.
<i>Describe how parents are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain.</i>	Parent nights are dedicated to these topics. Also, test reports are sent home with report cards each nine weeks with an explanation of the results.
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	An individual student report is available for all parents to pick up during the summer. A staff member is available to discuss the results. All forms not picked up are sent home with students. Parents will receive a call using our automated call out system letting them know that scores are available for pickup.
<i>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? <u>(This is a requirement for elementary schools only, but it is a legislated requirement).</u></i>	<p>The school-home compact is discussed and passed out during the Title 1 Annual Meeting. The compact is used as a tool during parent - teacher conferences throughout the year.</p> <p>Teachers will keep a signed copy of the school-home compact as documentation along with conference notes.</p>

Coordination and Integration

Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.

<ul style="list-style-type: none"> Homeless 	Homeless Project Praise Coordinate services with guidance to ensure that all services are equitable and liaison advocates for homeless students and parents at all appropriate meetings. Our data clerk recognizes and refers families that fall under the Title IV McKinney Vento Act to the appropriate homeless liaison. These families receive support and assistance through this liaison.
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<ul style="list-style-type: none"> • <i>Migrant</i> 	If we find that we have students that fall in this category, several outreach events are held throughout the school year to meet the needs of these families. The District Migrant Advocate supports migrant students and families.
<ul style="list-style-type: none"> • <i>Headstart</i> 	A pre-K registration outreach is held in the summer to recruit and inform parents of relatable services. District Early Learning Specialists support pre-k students and families.
<ul style="list-style-type: none"> • <i>Title II</i> 	Staff development that focuses on meeting the individual academic and emotional needs of all students and families are a priority.
<ul style="list-style-type: none"> • <i>Title III - ELL</i> 	We send out two way communication in English and Spanish. Imagine Learning is also used to meet the needs of students.
<ul style="list-style-type: none"> • <i>Title IV</i> 	21st Century After School Program is in place at Moseley.
<ul style="list-style-type: none"> • <i>Title V</i> 	Title V funds support our school through District initiatives.
<ul style="list-style-type: none"> • <i>ESE</i> 	IEP meetings are held for each child. The parents are invited to attend and given a 14 day notice of the meetings.
<ul style="list-style-type: none"> • <i>Neglected and Delinquent</i> 	We provide parent resources through the Communities in Schools liaison. We Have a weekend food program available to all families. We use MTSS to meet the intervention needs of students who show EWS signs.
<ul style="list-style-type: none"> • <i>SAC</i> 	SAC meetings are held monthly and invitations are sent out in student backpacks.
<ul style="list-style-type: none"> • <i>PIDAC/MPAC (Migrant Parent Advisory Council)</i> 	A parent representative attends monthly PIDAC meetings at the county level and returns with information for the school as well as expressing needs and concerns at the meeting.
<ul style="list-style-type: none"> • <i>PTO/PTA</i> 	Monthly PTO meetings are held after SAC meetings.
<ul style="list-style-type: none"> • <i>Community Agencies</i> 	Communities in Schools support through a Family Liaison.
<ul style="list-style-type: none"> • <i>Business Partners</i> 	We solicit support from local businesses to purchase and supply materials for parent nights, student incentives and other activities.
<ul style="list-style-type: none"> • <i>Other</i> 	<p></p> <p>Homeless Project Praise Coordinate services with guidance to ensure that all services are equitable and liaison advocates for homeless students and parents at all appropriate meetings.</p>

Accessibility

What opportunities do parents have to participate in their child's education?

- Volunteer?
- Mentor?
- SAC?
- PTO/PTA?
- Other?

Parents are able to volunteer during the school day when the CDC guidelines allow. We encourage active parents to complete the volunteer paperwork through the front office so that they will be able to participate through volunteer opportunities.

All parents are invited and encouraged to attend SAC and PTO meetings. Parents are encouraged to stay connected through email, Facebook, and Skyward.

What forms of communication do you provide parents in an understandable and uniform format as it relates to:

- school and parent programs
- meetings
- school reports
- other activities

We send all communication in parent friendly language. We also sent call-outs for verbal communication for those who have limited literacy. All communication is sent in English and Spanish.

What barriers hinder participation by parents in parental engagement activities?

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.

We have seen an increase in parent participation over the past three years. We serve a high population of economically disadvantaged students. We have made an effort to make school a safe place for these families through respectful communication and encouragement to attend school functions.

How does your school provide information to parents in their native language?

What languages do you provide?

Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.

We provide invitations and advertisements in English and in Spanish. We do have access to a translator that is available for parents who attend parent nights or meetings.

How will the school encourage and

There will be Communities in Schools Parent Liaison housed on campus that reaches out to parents and provides

support additional opportunities for more meaningful engagement for parents/families in the education of their child?

- *Parent/Family Resource Centers*
- *Parent Liaison*
- *Data Reviews*
- *SAC*
- *PTO*
- *PIDAC*
- *Other*

opportunities for parents to be involved. They will have an office with parent resources available to all parents.

We will also have a Community/School Liaison on our campus this year to provide families with information on programs/services available to students and families as well as school and/or district activities and procedures; referring families to other agencies; and fostering an ongoing partnership between school and home.