

C. H. PRICE MIDDLE SCHOOL



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2020-2021

Parent and Family Engagement Plan

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

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.

The Administrative team compiled required general information and activities or training that have taken place. Then the entire plan was brought before the School Advisory Council (SAC) team to use a guideline to add additional information, activities, and input to complete it.

As a part of the C. H. Price Middle School community, all stakeholders (community-parents, teachers, faculty/staff, community members, business/industry) are invited to attend monthly SAC meetings. Documentation of previous meeting minutes and agendas will be available for attendees.

Sign-in logs (hard copy/virtual), based on the meeting platform, will be used to document parent participation. During the meetings, school-wide academic progress/achievement will be discussed.

Title I funding provided to C. H. Price Middle School will be discussed at the initial meeting and guidance/information on how funding can be used at our monthly meetings. Input from attendees will be used to develop school related activities that encourage family-community participation.

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

The initial meeting includes a copy of last year's Parent Involvement Plan for the SAC team to review, revise, and redevelop to support student achievement. The SAC team should be representative of the following members: community-parents, teachers, faculty/staff, community members, business/industry.

The focal point of discussion is the prior year's plan and implementation of increasing parental involvement at C. H. Price Middle School. New information is placed into the plan for the 2020-21 academic school year.

<p>Engagement Plan, and the Parent-Student-Teacher Compact;</p> <ul style="list-style-type: none"> · Invite and encourage parent/family attendance to the school's Annual Title I Meeting; 	<p><i>How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?</i></p>	<p>Our School Advisory Committee meets monthly. Title I Parent and Family Engagement Funds will be discussed at the initial SAC meeting. A shared decision and voting process is implemented to determine and devise a tentative plan of action for spending and activities. A video presentation will be posted on the school's Facebook page by September 24, 2020.</p>
<ul style="list-style-type: none"> · 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; 	<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><i>Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.</i></p>	<p>Initially, meetings are scheduled in a virtual platform, in support of safety concerns for parents and to adhere to COVID-19 CDC guidelines. Monthly meetings will include an agenda and minutes to document items of discussion, voting, spending, and addressing areas of concern or issues. Virtual logins will be used as documentation of parent participation.</p> <p>The previous academic school year's Parent/Student Compact was given to parents during schedule/chromebook distribution, requesting receipt of material, with the opportunity for them to review/edit and return to the school. The PFEP is part of the first meeting in September. Parent input is used in writing this plan</p> <p>The parent, teacher, student compact is also discussed and amended for the 2020-21 academic school year at the meeting in September.</p>
<ul style="list-style-type: none"> · 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>According to board policy, when administration is notified of a concern or issue, contact is made via telephone or written communication within 24 hours to the individual with the concern. Comments/concerns that are brought to administration are shared at the SAC meetings and also addressed based upon the concern. Concerns shared on social media and the school's Facebook page are addressed and followed up to the individual parent if necessary via phone or social media. Parent letters home, School Messenger, social media, school's Facebook page, Canvas, etc. are used to send out/clarify information as needed. The C. H. Price digital sign is also used as a means to provide information to parents and the community. "If a parent provides a comment expressing dissatisfaction with the school's PFEP, the comment will be forwarded to the District Office of Federal Programs"</p> <p>A copy of the PFEP will be available to all stakeholders online through the school's website as well as a hard copy in the front office at the school.</p>

Flexible Parent Meetings

Describe how the school provides flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend.

To adhere to COVID-19 CDC guidelines, parent related activities, workshops, and events are offered during evening hours, video/virtual, on dates/times that parents are more convenient for parents to attend.
Phone conferences are available to be scheduled during a teacher's planning period, and/or before school hours.

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.

We welcome siblings and other children to attend parent events and conferences. If parents do not have transportation to attend and they let us know, we can work out a plan to arrange transportation. Administrators, guidance counselors, and/or faculty members will make contact with families and encourage family participation.

Annual Parent Meeting – 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.

Date and time you will hold your Annual Title I Meeting

The Title I Annual meeting for the 2020-21 academic school year at C. H. Price Middle School will be held on September 24, 2020, at 5:30PM
To adhere to COVID-19 CDC guidelines, the meeting will be recorded and posted to the school's website and FaceBook page. A google form will also be provided to assess understanding.

Notification and Invitation:

- *How will the school inform and invite parents/families in a timely manner about the Annual Meeting?*
- *How will the school assure the notification and invitations are in a language all parents can understand?*

Notifications/invitations to inform parents/families of annual meetings will be posted on social media & letter sent home one week before.

-Student entry in Planners/Agendas in Spanish as needed
-Digital sign posting
-School Messenger
-School Facebook page

Title I flyers are in English/Spanish versions are sent home with students at the beginning

	of the year.
<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> 	<p>A district powerpoint presentation template with information that is specific to C. H. Price Middle School will be used to inform families of the elements associated with being a Title 1 school.</p> <p>With each section, there will be an explanation and examples given by the Principal that addresses it specifically to C.H. Price Middle School information. This includes: how many teachers and paraprofessionals are paid for out of our Title 1 Budget, Assessments they take here and how they used for scheduling and placement, and how parents can be involved including when our next SAC meeting will be.</p> <p>2019-20 Parent Compacts were given out to parents during schedule/chromebook distribution and recommended to be returned at the start of school, so that input/recommendations can be used to devise the 2020-21 PFEP.</p>
<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> 	<p>Based on information from prior meetings, transportation and work hours interfered with parent attendance. To adhere to CDC guidelines and accommodate/ensure safety for families, the meeting link will be available on the school's website/Facebook page.</p>
<p><u>Evaluations:</u></p> <ul style="list-style-type: none"> • <i>How will you get feedback from parents about the meeting?</i> 	<p>Parents will have the opportunity to provide input during the meeting, as well as a link to a Google form for feedback and questions.</p>
<p><u>Parents who do not attend?</u></p> <ul style="list-style-type: none"> • <i>How will you get the information home to parents who did not attend the meeting?</i> 	<p>To support families that cannot attend, a recording of the meeting will be posted on our school's Facebook page and the school's website. The Title 1 information pamphlet is available in the front office in both English and Spanish.</p>

Building Capacity of Parents to Support Their Child

Explain how parents/families are invited to participate in activities such as parent trainings that are linked to student achievement.

- *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?*

To adhere to the CDC guidelines during the pandemic, we will provide information to parents prior to administering FSA, via virtual/video platform. The information will be specific, but not limited to State standards, FSA, understanding achievement levels of FSA, etc. Specific information will be provided to parents with details of students' performances on district assessments and ways to monitor student progress.

- *What training or materials will you provide to help parents work with their child to improve their child's academic achievement?*

There will be a Parent Night offered via video format/virtual platform in which administration/lead team members will provide specific information/resources for parents to be able to practice FSA type tests with students.

Title - Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
				Virtual/Video Platform	Transportation	Childcare	Refreshments
Testing- Understanding how to help your child with state assessments	Students are to achieve more when parents are involved in their education. "Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behavior" (Chen, 2018, para. 4). Reference Chen, G. (2018). <i>Parental involvement is</i>	Video presentations from administration/lead team of information on Florida State standards/FSA information/practice standardized-type	November 2020	X			

<p><i>you assess the needs of parents?</i></p> <ul style="list-style-type: none"> • <i>How does parent input inform what types of events or workshops you have at your school?</i> 	<p>correspondence during meetings, Parent Portal (Skyward).</p> <p>Communication/input from parents through parent surveys, SAC, Remind App, Parent Portal (Skyward), social media helps to foster a shared interest between C. H. Price and families. It helps to improve communication, parents are envisioned as partners in the learning process, and we are able to develop plans that identify concrete ways that partnership can be activated.</p>
<ul style="list-style-type: none"> • <i>How do you evaluate the effectiveness of capacity building activities?</i> 	<p>To help fulfill our mission at C.H. Price Middle School, we will use immediate feedback from surveys about activities to help assess short-term outcomes and perceived quality and relevance of activities, artifacts documenting program inputs such as meeting agendas, meeting minutes, sign-in sheets, handouts, etc. will be used to assess and incorporate effective practice and models that will help to build the C. H. Price's and parents' capacity of strong parental involvement..</p>
<ul style="list-style-type: none"> • <i>Explain how your school implements activities that build relationships with the community, business partners,</i> 	<p>Understanding that it takes all stakeholders to create an environment that fosters education, our Lead team and SAC helps plan activities to bring parents and community members in to have a better understanding of how everyone can support each other in our efforts to improve student achievement. SAC members talk with other parents and elicits ideas and topics they are interested in hearing about.</p>

<p><i>and churches, to improve student achievements.</i></p>	
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- 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.

<p>Building the Capacity of Staff (Professional Development) <i>This is a requirement under ESSA</i></p>				
<p>Please describe the professional development activities the school will provide to educate teachers, pupil services personnel, principals, and other staff on....</p> <ul style="list-style-type: none"> • <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i> • <i>the value and utility of contributions of parents/families</i> • <i>how to implement and coordinate parent/family programs</i> • <i>how to build ties between parents/families and the school</i> 				
<p>Please describe below how you will provide professional development</p>				
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
Canvas Training	Training opportunities on how to effectively utilize Canvas so that students assignments/information is readily accessible and can be monitored by students and parents.	Virtual Workshop	Teachers	September 2020

McKinney- Vento Training	To education staff on the requirement of admitting and supporting Homeless students	Trained staff from Federal Programs-Virtual/Video presentation	Faculty and Staff of Price Middle School	October 2020
Parent Contact Expectations	To build capacity in our teachers to reach out to parents and include them in the education of their child including academics, behavior, and social concerns.	Preplanning presentation discussion and emailed expectation of Behavior Intervention Plan (BIP) process.	Faculty and Staff of Price Middle School	August 17, 2020 September 2020

Communication	
<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>	<p>Letters in Spanish and English are sent home to parents within a four week time period to inform parents of any teachers that are teaching out of field and that additional access to this information will be available in the front office. Teachers sign an agreement to seek certification in that content within a specified time. Copies of the agreement and the letter are placed in the audit box.</p> <p>This information will also be verbally communicated during the Annual Title I Meeting</p>
<i>Describe how you provide each family with timely notice in an understandable format information regarding their right to request information on the professional qualifications of their student's classroom teachers and paraprofessionals.</i>	<p>In order to be in compliance with the requirement of the Every Student Succeeds Act (ESSA), parent right to know letters are sent out in September 2020 to inform parents of any teachers that are teaching out of field and are under Title I funding. Additional access to this information will be in a notebook that is maintained in the front office.</p> <p>This information will also be verbally communicated during the Annual Title I Meeting</p>

<p><i>Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i></p>	
<p><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></p>	<p>Parents are informed of the curriculum, forms of assessment used to measure student progress, and achievement levels students are expected to obtain through the Annual Title I parent meeting. We will hold a parent night for testing information during March 2021 for State Assessment. A video will also be posted on the website explaining the school-based/district assessments student complete and how they are used. This will be posted by the end of October 2020. Teachers may send home this information in their Syllabus or welcome letter to students and parents.</p> <p>Parents also receive a Title I information brochure that contains this information. Parent Night prior to testing also provides information on testing days and how parents can help prepare their children for testing.</p>
<p><i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i></p>	<p>In past years, the reports are sent from the Department of Education and mailed home to the parents. Also, copies are available at the school for parents to access. However, due to the COVID-19 pandemic there was no testing, so there are no score reports for the 2019-20 academic school year.</p>
<p><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? (This is a requirement for elementary schools only, but it is a legislated requirement).</i></p>	<p>N/A requirement only for elementary schools</p>

Coordination and Integration – *If any of the programs below do not apply to your school please indicate N/A as your response.*

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

• <i>Homeless</i>	The Title IX Homeless Liaison acts on behalf of the school counselors to service McKinney-Vento (homeless) children.
• <i>Migrant</i>	Support for Migrant students and families are available through the district's Federal Programs office. These representatives are available to provide information to families on the services that Migrant provides. We will have these
• <i>HeadStart</i>	N/A
• <i>Title II</i>	Professional development opportunities for our teachers through learning communities to improve instruction for all of our students.
• <i>Title III - ELL</i>	School counselors work closely with our ELL students, teachers, and parents to provide support and seek additional resources to help, including assigning a peer partner to assist in the classroom with translations, note taking, and social immersion. Our front office receptionist is bilingual and she interprets for students and parents as needed.
• <i>Title IV</i>	Student Support and Academic Enrichment funds are provided to schools based on a funding formula to support access to a well rounded education, digital literacy, and improved school conditions for learning. Funding has been provided in the form of resources for all children, access to technology including computers and infrastructure to support them.
• <i>Title V</i>	
• <i>ESE</i>	We have an ESE Support Facilitator that works closely with our SWD and their families. She is the point person for all SWD and parents to address issues and concerns and develops a plan to address them or seek alternative solutions. She writes and monitors the IEP's and EP's and ensures that students are receiving their accommodations or modifications as required
• <i>Neglected and Delinquent</i>	Federal Programs provides resources and support for these students and parents with coordinating agencies to see that their needs are addressed and support is followed up with a representative from Federal Programs on at a minimum of monthly check ins. Guidance Counselors, Deans, and Attendance clerks work with students and parents by looking for alternative solutions to overcome the barriers and set backs these students face including but not limited to positive phone calls, and check in check out incentives.
• <i>SAC</i>	C. H. Price parents are invited to attend monthly SAC meetings to keep parents abreast and seek their input on school activities and initiatives.
• <i>PIDAC/MPAC</i>	The following parents were invited to join PIDAC to represent our school: Barbara Bunch, Crystal Collins, and Jessica Morgan. The

<i>(Migrant Parent Advisory Council)</i>	information from PIDAC will be shared with our SAC from PIDAC meetings. Parent participation will be documented through meeting minutes/sign in sheets. Funding of Title I funds is discussed and input is given before decisions are made in accordance with SAC voting guidelines.
<ul style="list-style-type: none"> • <i>PTO/PTA</i> 	SAC is utilized in this capacity.
<ul style="list-style-type: none"> • <i>Community Agencies</i> 	Stewart Marchman, CDS, and Lee Conlee House help by providing counseling to our students.
<ul style="list-style-type: none"> • <i>Business Partners</i> 	
<ul style="list-style-type: none"> • <i>Other</i> 	N/A

Accessibility	
<i>What opportunities do parents have to participate in their child's education?</i> <ul style="list-style-type: none"> • <i>Volunteer?</i> • <i>Mentor?</i> • <i>SAC?</i> • <i>PTO/PTA?</i> • <i>Other?</i> 	We encourage and seek parent and family involvement in our school through volunteering, becoming a SAC member, attending parent conferences
<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"> • <i>school and parent programs</i> • <i>meetings</i> 	School messenger, Remind, Email, Social Media, Translation upon request as needed for all parent meetings, written correspondence in both English and Spanish.

<ul style="list-style-type: none"> • <i>school reports</i> • <i>other activities</i> 	
<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><u>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?</u></p>	<ol style="list-style-type: none"> 1. Capacity limits due to COVID-19 pandemic 2. Lack of willingness to participate in school meetings for various reasons including not wanting to participate 3. Incorrect contact information- parents have not updated us with new phone numbers and addresses <ol style="list-style-type: none"> 1. Provide as many activities in a virtual format 2. Continue outreach efforts to parents through a variety of media and school messenger or Remind. Schedule meetings and events at various times to accommodate parents. 3. Sign-in sheets at events will have columns for parents to update contact information. <p>Students with Disabilities, Black, and ELL students are addressed in our Schoolwide Plan.</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</i></p>	<p>Spanish versions are available when requested.</p> <p>Translators are available for parent conferences, phone conversations, and parent nights.</p>

<i>facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain.</i>	
<i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i> <ul style="list-style-type: none">● <i>Parent/Family Resource Centers</i>● <i>Parent Liaison</i>● <i>Data Reviews</i>● <i>SAC</i>● <i>PTO</i>● <i>PIDAC</i>● <i>Other</i>	Paraprofessionals will make contact with parents concerning issues, concerns, or possible needs they, or the teachers, may have and bring it to the attention of administration, or appropriate personnel so support can be provided.