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| **GEORGE C. MILLER****MIDDLE SCHOOL****Tim Adams – Principal** **Paula Adams - Asst. Principal****101 S. Prospect Street****CrescentCity, FL 32112****(386) 698-1360**[**http://mis.putnamschools.org/**](http://mis.putnamschools.org/)**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 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. | **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.*** | All parents and students are invited to attend monthly meetings for different curriculum nights. We also have “coffee with the principal” the 2nd Tuesday of the month. We have agendas and sign-in sheets. The agendas always have a place for parent input and suggestions. Student data is part of the agendas to show where our academics are geared for enhancements and interventions. This is an ongoing process and we also make sure to include the TitIe grants, how the money is spent and what it is spent on within the school..  |
| ***How do you use the review of the previous year’s plan to retain, revise, or replace strategies to design more effective engagement?*** | In the initial meeting the previous year’s Parent Involvement Plan is discussed, revised, and recreated through team input. (The team consists of parents, students, and faculty/staff, ideally.) The team is encouraged to discuss what worked last year, what did not work, and what might be a better plan for the current school year to get more parents involved in their child’s education at Miller Middle School. This input is then used to collaboratively create the current plan. We also talk about the parent/student/teacher contracts/compacts during the last meeting of the school year as well as the first meeting of the school year.  |
| ***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 is initially discussed at the first meeting so a tentative plan for spending and activities can be put in place. This year, the first meeting will take place on Tuesday, Sept 29, 2020, using a virtual platform, due to Covid-19 to alleviate parents fear about coming to the school for a face to face meeting. Title I Parent Involvement funding is then discussed at each meeting throughout the year so that continued input is collected and activities and spending can be altered if needed. The plan constantly serves as a working/amenable document.  |
| ***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?*** ***Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.*** | Agendas for meetings, sign-in sheets, and meeting minutes all serve to document parent/family participation in writing and reviewing the plan as well as having input for spending of FPEP funds. (For the 20-21 school year, using the virtual platform of Google Hangouts, we will not have an actual sign in sheet; however, the virtual log shows all who were in attendance as shown below.Each of the meetings will start with the purpose for the meetings and allow for comments and suggestions from all stakeholders involved.  |
| ***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?*** | Comments/concerns received from parents/families with stakeholders concerning the Schoolwide Plan and PFEP are documented in minutes with sign-in sheets from meetings that take place throughout the year and are used to amend the current plan. The plan is continuously made available to all stakeholders through the school website and a hard copy can be viewed in the front office at the school. |

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| **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.*** | For the 20-21 school year, we will continue our monthly “coffee with the principal” which serves as our SACmeetings. Because of COVID 19, these meetings will be through zoom and will be recorded. Parents can view at a later date and have the opportunity to send any suggestions, comments, etc throughout the school year. We will continue to offer parent nights throughout the year, at minimum of each 9-weeks. These, as of the writing of this plan, will also be done through google or zoom meets.  |
| ***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.*** | Instructional assistants/staff are offered Accrued Leave Time for volunteering to provide daycare when needed for families to attend meetings. Likewise, home visits are conducted by administration, teachers, and guidance as needed. If transportation to school is an issue, administration provides a means for such for individual parents. This year, we are adding a virtual meeting platform which will allow even more parents to participate when physically coming to the school is problematic for them or if circumstances regarding the pandemic prevent face to face meetings. |
| **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******Tuesday, September 29, 2020*** | Separate Title I MeetingsTuesday, Sept 29, 2020Virtual 4:45p.m We will share copied links to all stakeholders through mass email. Notification was sent home in our Watch for it Wednesday Newsletter beginning on Wednesday, Sept 16, 2020.  |
| ***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?***
 | All notifications of meetings will go home on Wednesdays in our ***Watch for it Wednesday*** newsletter. These are sent with every student every Wednesday. These meetings will be advertised on Facebook as well as our Website. A mass callout will take place 2 days in advance. Spanish versions of the newsletter as well as callouts will take place.  |
| ***Information:******Please describe how your meeting will cover the required information about:**** ***Benefits to all students in a Title I schoolwide program;***
* ***Right-to-know 4-week out-of-field letters & teacher and paraprofessional qualification information,;***
* ***explanation of curriculum;***
* ***assessments used to measure student progress,;***
* ***expected achievement levels on state tests;***
* ***PFE funds;***
* ***School Compact and;***
* ***opportunities provided for engagement.***
 | A slide presentation is presented that covers all the required information at the Title I Annual Meeting. (Please see the slide presentation in the drive shared folder for all information covered in the Annual Parent Meeting.) Additionally, due to needing compacts readily available for the Annual Meeting and eager to get started on the PFEP, the last meeting of the 19-20 school year (Coffee with the Principal) the compact was discussed and approved. The compact will be shared at every meeting as well as at every parent/teacher conference.  |
| ***Barriers:**** ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations***
 | * The only two issues most parents sometimes have difficulty with regarding attendance at meetings are childcare and time constraints. To accommodate for these issues, parents are offered the opportunity to come to the initial meeting held at the school where childcare will be handled if needed during the presentation by staff who are given Accrued Leave Time for assisting. Likewise, the meeting is recorded and posted on the school’s Facebook page and website for those who cannot attend due to personal time constraints. This school year, due to COVID, the meetings will all be through virtual presentation.
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| ***Evaluations:**** ***How will you get feedback from parents about the meeting?***
 | * Parents can email the principal and AP at any time. Chats during the meetings will be recorded.
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| ***Parents who do not attend?**** ***How will you get the information home to parents who did not attend the meeting?***
 | * Information covered in any/all meetings will be sent home in the “Watch for it Wednesday” newsletter. We will also post info on ourFacebook Page as well as our school’s website.
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| **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?***
* ***What training or materials will you provide to help parents work with their child to improve their child’s academic achievement?***
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| **Title - Topic** | **Impact on Student Achievement** | **Materials** | **Tentative Date/Time****Is this flexible to accommodate****parent schedules?** | Transportation | Refreshments | Childcare | Translation |
| Title I Annual Meeting | Knowledgeable parents who understand the state’s standards, state assessments, achievement levels, and how to monitor their students’ achievement equals positive student behavior, better attendance, and academic success (ie.Excellence in ALL Endeavors).  | Slide Presentation and discussion of ESSA requirements to inform parents and families  | Tuesday, Sept 29, 2020 9:15 AM (But will be recorded for further viewing) |  |  |  | X |
| Math/ALEKS Night  | Students will be more likely to have higher pass rates on FSA/FSAA as parents will understand all that the math program entails and will be able to better support their students and stress the significance of passed test scores.  | Slide Presentation and Video  | Oct.20, 20206:00 PM (But will be recorded for further viewing) |  |  |  | X |
| Science Night  | Parents will have the opportunity to see how science is related to their lives and the lives of their child. Students will be more likely to have a higher pass rate when parents discuss science concepts in everyday life skills.  | Slide presentation, video, and hands on experiments.  | December 10, 2020 6:00 PM(But will be recorded for further viewing) |  |  | x | x |
| DATA and Curriculum Night | Parents and students will be invited to come together to learn how to review individual data pieces. Students will understand their progress of the year and where they should see themselves in the future. At this time, student goals can be set to align with the school goals.  | Data from previous and current year for each student. Data sheets.   | Feb. 11, 20206:00 PM (But will be recorded for further viewing) |  |  | x | x |
| Social Emotional Learning and Social Media Concerns | Students and parents will learn about the social emotional well being and the importance of taking precautionary steps to help all. This workshop will be geared to promote continued learning for the remainder of the school year and into the summer.  | Social Emotional guidance sheets. Guidance counselor recommendations page. Social Media Flyer | May 13, 20206:00 PM (But will be recorded for further viewing) |  |  | X | X |
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| * ***How do you assess the needs of parents?***
* ***How does parent input inform what types of events or workshops you have at your school?***
 | ● Parent input is welcomed at all times. Through feedback in surveys, Coffee with the Principal (SAC) meetings, correspondence on the school’s FB page and website, and face to face/virtual meetings with Coffee w/ principal meetings, parents can share their needs regarding helping their children be as successful as possible. As specific needs arise, administration with the Coffee with the Principal Team design/craft workshops or meetings for parents to address those needs. ● Parent input regarding workshops and events is requested in Coffee with the Principal monthly meetings. Depending on the feedback collected, activities and events are planned accordingly. Feedback can also be obtained through social media and email.  |
| * ***How do you evaluate the effectiveness of capacity building activities?***
 | MMS evaluates the effectiveness of parent activities through attendance comparisons from year to year and parent input at all meetings and events. Agendas and sign in sheets are used for documentation. This year, virtual meeting minutes and attendance will be used to collect a baseline for comparison in future years for how well this platform works. Likewise, the virtual meetings can be compared to face to face meetings to determine if meeting virtually increases involvement. |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.***
 | We utilize many opportunities to interact and build relationships within our community. For example, partake in various community service events partnering with businesses in activities such as adopting a nursing home, helping at the Catfish Festival, and taking part in community nightly events. We also have business partners come in with our sports programs, band, and JFG program.  |

* 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.

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| **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***
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| **Please describe below how you will provide professional development** |
| **Topic-Title** | **Purpose?**How does this activity help staff buildschool/parent relationships? | **Implementation format:****(workshop, book study, etc.)****Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| Annual Parent Communication Training | Teachers are trained in two-way communication and the benefits of reaching out to parents as equal partners build ties between parents/families at the classroom level and are more likely to keep ongoing contact/communication with parents which in turn benefits students. The virtual components of this are addressed as well considering all that the pandemic entails for Miller Middle’s families. | PD as a part of preplanning  | Faculty and Staff | August 17, 2020 Preplanning  |
| Mental Wellness Training (Lauren’s Kids) | Teachers are taught what to look for in terms of mental wellness concerns regarding their students. In turn, teachers are also taught how to share such information with parents so that they can collaborate together finding the best ways to support the students who need help | Workshop | All Instructional Staff | The week before Pre-Planning  |
| Canvas Training | Teachers and parents are taught (or are able to review) how to utilize Canvas effectively so that student work assignments can be monitored by both the teacher and the parent(s).  | A series of workshops and tutorials | All instructional staff and administration | Throughout the year |
| Use of Access Points in instruction based on our Inclusion Model | We strive to have as many students included in mainstream classrooms as much as possible. While some of these students are still alternatively assessed, it becomes important for our general ed teachers to understand the components of the Access POints instruction for FSAA.  | Workshop with FIN and NEFEC | All instructional staff and administration | TBA Early Fall.  |
| Engagement through Best Practices | Ongoing training to continue our pathway of finding the rigor and promoting student ownership in learning.  | Communities of Practice with Departments and Tiered trainings on best practices | All instructional staff | Throughout the year and in PLCs.  |

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| **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 who is out of field?*** | 4-week Out of Field letters are sent home in September to inform parents of any teachers who are teaching out of field and are in the Title I Notebook located in the school’s front office for additional access.  |
| ***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.******Include how the Teacher Certification Letter is sent to parents at the beginning of the year.*** |  |
| ***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.*** | Letters describing this right are sent home in September to parents of students this applies to within the first 4 weeks of school. Copies are added to the Title I Notebook in the school’s front office for easy access. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | Parents and families are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain at the Annual Title I Parent Meeting. We will also have a data and curriculum night in FEB to promote continued excellence throughout the remainder of the year.  |
| ***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).*** | During every parent/teacher conference, the school compact is part of the conversations. Documentation is through notes taken. Parents are given a copy of the notes as well as the compact.  |

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| **Coordination and Integration – *If any of the programs below do not apply to your school, please indicate N/A.*** |
| **Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.** |
| * ***Homeless***
 | Liaison works with Guidance to service homeless children.  |
| * ***Migrant***
 | Guidance coordinates meetings with parents and shares relevant information. |
| * ***Headstart***
 | N/A  |
| * ***Title II***
 | Select teachers are working with “Teaching and Learning” with Jennifer Azula at the district office where they are engaging in PD. This training may be virtual this year at times due to the pandemic. |
| * ***Title III - ELL***
 | Title III Support Leader is available if needed to support ELL students.  |
| * ***Title IV***
 | Title IV supplies the Wellness curriculum. |
| * ***Title V***
 | Provides funds for professional development.  |
| * ***ESE***
 | ESE Department provides services to all students with an IEP.  |
| * ***Neglected and***

***Delinquent*** | Title I staff is available if needed to help support neglected and delinquent students. |
| * ***SAC***
 | At Miller Middle School all parents are invited to attend “Coffee with the Principal” monthly meetings. Additionally, PIDAC meetings are held monthly at the PCSD School Board Room for parents to participate on a District level. Agenda, Minutes and sign in sheets document parent participation and correlation to student academic achievement. Funding of Title 1 dollars to schools is discussed and input is given before decisions are made in accordance with SAC voting guidelines. |
| * ***PIDAC/MPAC (Migrant Parent Advisory Council)***
 | PIDAC is a district advisory group. Schools submit names of parents of their students to serve on this committee. The committee discusses school related issues, activities and events in order to gain feedback from a variety of stakeholders across the district who then can take back information discussed to the individual schools. |
| * ***PTO/PTA***
 | This is in conjunction with our “Coffee with the Principal” Monthly Meetings.  |
| * ***Community***

***Agencies*** | Putnam County Sheriff’s OfficeStuart Marchman |
| * ***Business***

***Partners*** | We are working to establish consistent business partners this year at QIR. |
| * ***Other***
 | N/A |

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| **Accessibility** |
| ***What opportunities do parents have to participate in their child’s education?**** ***Volunteer?***
* ***Mentor?***
* ***SAC?***
* ***PTO/PTA?***
* ***Other?***
 | Parents have a variety of ways they can participate in their child’s education at Miller. They are invited to participate as a member of the “Coffee with the Principal” Monthly Meeting group. For those who cannot physically attend meetings, Miller is trying to utilize virtual platforms as an alternative method for meeting as well. The hope is that even more parents can connect and feel involved by being able to take part remotely from home through the use of technology. Likewise, parents have an opportunity to serve as a volunteer or as a mentor to other students provided they are cleared through the RAPTOR system. Finally, parents are encouraged to be involved in less formal structures by simply staying” in tune” with their child’s progress at school through connecting with teachers via email, Skyward, FB (school page), phone, or face to face. All teachers will be utilizing Canvas as an online platform for assigned work. This will provide a consistent means for parents to check assignment progress status on a regular basis. |
| ***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***
 | Miller Middle School provides communication in the parent's language, both English and/or Spanish as frequently as possible; other languages are provided as needed. We strive to meet the needs and requests of all parents and make any changes to accommodate accordingly. All areas of the school are wheelchair accessible. Title III may provide transportation and services for migrant families that are eligible. Information is sent home through the Messenger/REMIND system as well as through the school Facebook page and school website. We have a weekly newsletter, “Watch for it Wednesday” , that goes home and is posted in our social media pages. Parent conferences are also scheduled through the front office for further clarification and explanation of specific information as needed. |
| ***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.*** ***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?*** | Time is a barrier at Miller Middle. The steps taken to overcome this barrier include adjusting meeting times to accommodate parents, using phone conferences, and using emails. In addition, we will be using virtual platforms for meetings when possible to help eliminate some parent barriers to being involved. Transportation is a barrier as well, due to the location of the school. The steps taken to overcome this barrier include adjusting the meeting times to accommodate parents, using phone conferences, using video chats, and posting available information on the school webpage and/or social media platforms such as Facebook when possible.Language can be a barrier, however we provide translators for all meetings.  |
| ***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.*** | Miller Middle School provides communication in the parent's language, both English and/or Spanish as frequently as possible as these are the only native languages spoken in any of the student homes; other languages are provided as needed though if a student arrives whose parents need this support. When those situations arise, Title I is available for assistance in locating a translator.Miller strives to meet the needs and requests of all parents and make any provisions to accommodate as needed.  |
| ***How will the school encourage and 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***
 | Miller Middle School encourages and supports additional family involvement by hosting curriculum events for the families. The school counselor and TOSA/Dean serve as regular parent liaisons for the school helping bridge the home-school connection for families, as well. |