

# MIDDLETON-BURNEY ELEMENTARY 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

### 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 Parent Teacher Organization (PTO) is responsible for the planning, review and improvement of the parent involvement portion of the Title 1 School Improvement Plan. School staff members and parents are given the opportunity to join the PTO and everyone is always welcome to attend meetings. Due to COVID 19, parents/families will be able to access and provide input via a virtual platform beginning October 6, 2020.

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

Parents, students, and teachers will be given the opportunity to provide feedback on the previous year's activities. Their feedback provides guidance on what activities to plan for the 2021 school year.

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

Parents are invited to attend PTO meetings and are informed of monthly PIDAC meetings. When possible, the PTO meeting agenda will be made available via the school's website and/or our social media page. Suggestions made by parents are considered when planning upcoming events. Parents are given the opportunity to provide input on how to spend funds during PTO meetings. Because the agenda is made available in advance, parents who are unable to attend the meeting may also submit input in writing.

<p>student achievement:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Invite and encourage parent/family attendance to the school's Annual Title I Meeting;</li> <li>• Involve parents/families in decisions about how Title I, Part A funds are spent;</li> <li>• 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;</li> <li>• Provide an individualized student report on their child's performance on State tests; and</li> <li>• Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA.</li> </ul>	<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>Documented evidence (SAC &amp; PTO agendas and virtual sign in sheets) of parent/family participation in writing/ reviewing the PFEP is evidenced in surveys, PTO, and SAC participation.</p>
	<p><b><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></b></p>	<p>Committee meeting notes and the plan will be made available to the community upon request. A copy of the PFEP will be placed in the Title I binder located in the front office and on the school's web site.</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.***

MBES coordinates with parents to conduct parent/teacher conferences, MTSS meetings, ESE meetings, ELL plan meetings, and 504 plan meetings at times convenient for parents depending on the situation and timeliness of the request. Most of our activities and events will be held in the evenings or virtually

	in order to accommodate parents who are employed. We coordinate our activities with the other schools in the South Putnam area to ensure that there are no conflicts.
<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>	Most activities are appropriate for all ages. Transportation can be arranged by a school liaison upon request. Additionally, upon request, home visits can also be arranged.
<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.	
<i>Date and time you will hold your Annual Title I Meeting</i>	October 6, 2020 6:00pm
<u><b>Notification and Invitation:</b></u> <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>	All meetings are advertised on our school's website, social media page, marquee, and weekly notes. MBES students and parents either speak English and/or Spanish; therefore meetings are advertised in both English and Spanish.
<u><b>Information:</b></u>  Please describe how your meeting will cover the required information about: <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> </ul>	The required information will be identified on the meeting agenda as well as in a PowerPoint presentation that will be presented during the virtual annual Title I meeting.

<ul style="list-style-type: none"> <li>● <i>expected achievement levels on state tests;</i></li> <li>● <i>PFE funds;</i></li> <li>● <i>School Compact and;</i></li> <li>● <i>opportunities provided for engagement.</i></li> </ul>	
<p><b><u>Barriers:</u></b></p> <ul style="list-style-type: none"> <li>● <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Translation services</li> </ul>
<p><b><u>Evaluations:</u></b></p> <ul style="list-style-type: none"> <li>● <i>How will you get feedback from parents about the meeting?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Survey – digital and paper</li> </ul>
<p><b><u>Parents who do not attend?</u></b></p> <ul style="list-style-type: none"> <li>● <i>How will you get the information home to parents who did not attend the meeting?</i></li> </ul>	<ul style="list-style-type: none"> <li>● A Title I flyer was sent home in both English and Spanish to assure parents who cannot come to school meetings are informed about pertinent information.</li> </ul>

## 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?*

Title - Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is this flexible to accommodate parent schedules?	Transportation	Refreshments	Childcare	Translation
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<i>you have at your school?</i>	
<ul style="list-style-type: none"> <li><i>How do you evaluate the effectiveness of capacity building activities?</i></li> </ul>	Middleton Burney evaluates the effectiveness of parent activities through parent input at all meetings and events. Agendas and sign in sheets are used for documentation.
<ul style="list-style-type: none"> <li><i>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements</i></li> </ul>	Middleton Burney has the capacity to be a center school that serves the community. We plan events that include our business partners and community members. Stakeholders are also invited to participate/partner in our Positive Behavior Support 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.

## **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 Communication	Teachers who are trained in two-way communication and the benefits of such are more likely to keep ongoing contact/communication with parents which in turn benefits students.	Virtual and informal face to face by various faculty members.	Faculty	Ongoing

<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>	4-week Out of Field letters are sent home in September to inform parents of any teachers who are teaching out of field. Copies of these letters are also in the Title I Notebook located in the school's front office for easy access by parents.
<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. Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i>	A letter describing their rights was sent home in September. A copy of the letter is in the Title I Notebook located in the school's front office for easy access by parents.
<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>	Parents and families are informed of curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain at Open House/Annual Title I Parent Meeting.
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	If a state assessment is given, individual score reports will be sent to the school from the state. These reports will be sent home with students or are mailed home if students do not retrieve them.

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).	The compact will be used during planned parent teacher conferences. Conferences will be documented and include documentation that the compact was reviewed by teachers and parents.
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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.

• <b>Homeless</b>	District and community support: The Title IX Homeless Liaison coordinates with the school to help parents find resources to help their child(ren) be successful in school and to provide transportation, if needed.
• <b>Migrant</b>	District support: The Title IC Recruiter provides translation services and other resources for migrant parents as needed.
• <b>Headstart</b>	Middleton Burney will coordinate an orientation and transition program with the area headstarts.
• <b>Title II</b>	Middleton Burney will continue to work on informing parents of Florida standards and give suggestions on how to help their child.
• <b>Title III - ELL</b>	District support: The Title III Support Leader helps to enhance instruction of students with limited English proficiency to ensure grade-level yearly progress.
• <b>Title IV</b>	Student support and enrichment services.
• <b>Title V</b>	Rural and low-income school services.
• <b>ESE</b>	The school will work with the ESE teachers to coordinate all the accommodations for students who receive ESE services. Meetings will be held to discuss student needs to develop and review IEPs. Teachers will monitor students' data and meet with students to support academic and behavior needs. General Ed and ESE teachers will maintain an open line of communication and involve parents in meetings.
• <b>Neglected and</b>	School counselors and registrar (data clerk) help to identify these students and families in order to enlist the support needed.



<b><i>Delinquent</i></b>	Conferences are held with the parents in order to provide resources to assist them. Title I Neglected and Delinquent staff is available if needed.
<ul style="list-style-type: none"> <li>• <b>SAC</b></li> </ul>	The SAC provides input and support in preparing the School Improvement Plan. At mid-year, the team will review the plan and look at data to evaluate the progress made toward goals and to make suggestions on anything that needs to be adjusted.
<ul style="list-style-type: none"> <li>• <b>PIDAC/MPAC (Migrant Parent Advisory Council)</b></li> </ul>	District Support: Title IA staff supports PIDAC/MPAC meetings held monthly at Federal Programs. Parents from MBES are invited to participate.
<ul style="list-style-type: none"> <li>• <b>PTO/PTA</b></li> </ul>	PTO will coordinate parent and family engagement programs to plan activities throughout the school year. These interactive activities will help teach parents how to develop better educational practices at home.
<ul style="list-style-type: none"> <li>• <b>Community Agencies</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Business Partners</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Other</b></li> </ul>	

## Accessibility

<p><b><i>What opportunities do parents have to participate in their child's education?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Volunteer?</i></b></li> <li>• <b><i>Mentor?</i></b></li> <li>• <b><i>SAC?</i></b></li> <li>• <b><i>PTO/PTA?</i></b></li> <li>• <b><i>Other?</i></b></li> </ul>	Middleton Burney engages and invites all parents to participate in all areas of the school that they feel comfortable in supporting. We encourage parents to volunteer and participate in SAC and/or PTO.
<p><b><i>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>school and parent programs</i></b></li> <li>• <b><i>meetings</i></b></li> <li>• <b><i>school reports</i></b></li> <li>• <b><i>other activities</i></b></li> </ul>	Events, programs, and/or meetings are advertised on our school's social media page, the marquee, weekly note, and website. Notifications and invitations are provided in English and Spanish for all parents. If another language is needed, the school will seek district support.

<p><b><i>What barriers hinder participation by parents in parental engagement activities?</i></b></p> <p><b><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></b></p> <p><b><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></b></p>	<p>Barriers: Lack of communication between school and parents Actions to overcome: Plan for communicating in a variety of ways to send out information to parents/families (School Messenger, Facebook, Webpage, Flyers, Newsletter).</p> <p>Barriers: Parent Contact Information not updated Actions to overcome: Sign in sheets (include contact information on sheets at each activity)</p>
<p><b><i>How does your school provide information to parents in their native language?</i></b></p> <p><b><i>What languages do you provide?</i></b></p> <p><b><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</i></b></p>	<p>All School Messenger calls and information sent home is in both English and Spanish. Translators are provided at parent events and workshops.</p>
<p><b><i>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Parent/Family Resource Centers</i></b></li> <li>• <b><i>Parent Liaison</i></b></li> <li>• <b><i>Data Reviews</i></b></li> <li>• <b><i>SAC</i></b></li> <li>• <b><i>PTO</i></b></li> <li>• <b><i>PIDAC</i></b></li> <li>• <b><i>Other</i></b></li> </ul>	<p>Middleton Burney, with the support of parents will review the surveys and questionnaires to offer meaningful opportunities for parents to become more involved.</p>