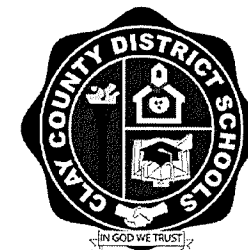




2017-2018 Title I Parent and Family Engagement Plan

Clay County District Schools

School Name: Middleburg Elementary



Parent and Family Engagement Mission Statement

Our mission is to work collaboratively with all stakeholders to engage parents and families and provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Involvement of Parents in the Decision-Making Process

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Describe how this plan is a shared responsibility and families give input to review and improve this plan. How often?

The MBE School Advisory Committee meets four times throughout the school year to plan for and review the effectiveness of Title 1 programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. The School Advisory Committee consists mostly of parents who were elected to serve on the committee, school administrators, a community business partner, and teachers. At the conclusion of each parent and family engagement event, participants provide valuable feedback via surveys. A Title 1 Annual Spring Survey also allows parents to provide feedback about Title 1 issues, concerns, and suggestions for improvement. In addition, at the beginning of the school year

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a parent volunteer orientation takes place which allows parents opportunities to share individual strengths and select ways to support student learning at the school, at home, and at Title 1 events.

What method of evaluation do you utilize to review and design more effective engagement strategies?

Each Title 1 event closes with a parent survey and a Title 1 Annual Spring Survey allows parents to provide valuable feedback. The Title 1 team analyzes the survey feedback and makes adjustments to programs based on the suggestions provided by parents.

How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement activities?

The MBE School Advisory Committee meets four times throughout the school year to plan for and review the effectiveness of Title 1 programs. Discussions involve ideas for future parent involvement events and the funding necessary to facilitate each event. A detailed discussion of the Title 1 annual budget takes place at one of the SAC meetings and parents are given the opportunity to make suggestions, comments, and provide feedback for improvement.

What evidence do you have to document parent/family participation in the development of the Parent and Family Engagement Plan?

Parents are asked to sign in at each Title 1 event and an opportunity is provided for parents to register for the Parent Portal and FOCUS account. Additionally, surveys are given at the conclusion of each Title 1 event and results of these surveys are analyzed and used to make adjustments to Title 1 events in the future. Also, the agendas and minutes from each School Advisory Committee meeting are published on the school's web site for all stakeholders.

How will the school share the comments it receives from parents/families?

The school Facebook page communicates information about each parent and family involvement event as well as classroom activities, and parents have an opportunity to publicly provide feedback or comments about each event. Also, comments provided on Title 1 surveys are shared at the SAC meetings. Individual conferences with parents also take place for each student in the school.

How will the plan be made available to the community?

The Parent and Family Engagement Plan is posted on the school website and is also made available in the front office.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

Program	Coordination
Title 1 Parent Events- Math, Science and Literacy Activities	MBE Title 1 fliers, robo-calls, website, and Facebook notifications will be sent to parents so they can participate in academic parent events where take-home activities and strategies will be demonstrated to help students at home.
Title 1 District Parent Advisory Committee	District Title 1 Supervisor/MBE Title 1 Lead teacher and parents will be notified by email, personal invitations, and phone calls to help encourage participation in PAC events; materials, ideas, and public speakers are available to help parents with at-home strategies
Head Start	Title 1 coordinator meets with the Head Start program nearby and has them tour MBE with instructions and ideas on how to make it a smooth transition to a new school.
Head Start	A Head Start substation is located at MBE and does continual screenings year round on future students.
Title II	On-going professional development
Title III	ESOL services provided for qualified students
IDEA/ESE	MTSS coordination, SST, IEP, 504 ongoing services

MBE KIA 2.7 PFER Barrier

Homeless/Neglected/Delinquent	Weekly take-home backpacks filled with food
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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

Date and time of Title I Annual Parent Meeting	September 14, 2017 5:30-7 pm (to be rescheduled due to Hurricane Irma)
Describe the Title I Annual Parent Meeting (Including how parents were notified in a timely manner and what materials were utilized.)	MBE Title 1 fliers, robo-calls, website, and Facebook notifications were utilized to communicate Open House and Title 1 Annual Parent Meeting weeks in advance. A Powerpoint presentation is provided and Right to Know calendars
Describe how your meeting will communication information regarding: -The Title I Program (Benefits and how it affects your school) -Parents Right to Know -Qualifications of Teachers or Paraprofessionals -Notification of Teacher(s) who are out for more than 4 consecutive weeks -Ways Families Can Offer Suggestions/Feedback	Title 1 Powerpoint created by district office and edited specifically for MBE
How did you determine the effectiveness of the Title I Annual Parent Meeting?	attendance sign-in sheets, parent feedback survey

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Describe how you provide flexible dates and times for parent and family engagement activities, so that all parents may have an opportunity to attend.	This year our Parent Orientation was offered during the school day prior to the first day of school and the Open House took place in the evening. This decision was made based on parent feedback from the previous
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	<p>year in order to accommodate parents with daytime or evening working hours. Additionally, two of our Title 1 Parent and Family Engagement events take place before school: Muffins with Moms and Donuts with Dads and two events take place in the evening: STEAM night and Reading Bingo. This year we will hold our four School Advisory Committee meetings in the evenings and will serve dinner and will provide dinner. This decision is based on parent feedback from the previous year's SAC meetings.</p>
<p>Describe what child care, home visits, transportation and/or varied language services are provided by your school.</p>	<p>During SAC meetings and Kindergarten Orientation, childcare is provided by school staff. Home visits are made by the Hospital Homebound teacher or social worker as needed. ESOL students are provided with the Imagine Learning literacy program as well as BrainPop computer program in Spanish, if applicable.</p>
<p>Barriers: Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities.</p>	<p>Working parents find it difficult to come to either the morning events or evening events if they cannot get to the school during the event times. Also, parents with multiple children that are not of school age find it difficult to participate during school events.</p>
<p>Barriers: What steps will the school take to overcome these barriers?</p>	<p>By providing dinner and childcare during evening SAC meetings, more parents have joined our committee. Also, teachers hold 1:1 phone conferences for parents that are unable to attend in person. The school's Facebook page is used to display pictures of special events so parents have opportunities to see their child engaged in learning.</p>
<p>Evaluations: How will you obtain feedback regarding parent and family engagement activities?</p>	<p>SurveyMonkey, GoogleForms, or paper-based surveys are created for each Title 1 Parent and Family Engagement event.</p>
<p>Accessibility: Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an</p>	<p>Google Translate and the Microsoft Word translate tool allow parents with limited English proficiency to read about Title 1 Parent and Family Engagement activities. These tools are used as needed. Information with all stakeholders is shared through fliers in the student Tuesday folders, Facebook, GoogleCalendar, school website, and word of mouth.</p>

understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].	
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Building Capacity of Parents

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Parent and Family Engagement Event/Topic	Impact of Academic Achievement	Timeline of Event (Tentative Date/Time)	Evaluation Method
Transition Activities (Kdg., Headstart, Pre-K)	Social/Emotional development, Literacy and Math academics	Spring 2018	parent feedback survey and registrations
Technology, Parent Portal Registration Opportunities	Parent/Teacher communication, understanding of academic expectations and student abilities	Fall 2017-Summer 2018	Percentage of parent portal registrations
S.T.E.A.M. night	Science, Technology, Engineering, Art, and Math	November 2017	parent attendance and feedback survey
Reading Bingo night	Literacy strategies and development	April 2018	parent attendance and feedback survey
Donuts with Dads/Muffins with Moms	Literacy and Math academics	May 2018	parent attendance and feedback survey
Free take-home books in the front office	Literacy development	ongoing	number of books taken from the collection

Military Life and Family Resource Services	Social/Emotional development	ongoing	number of students who participate in MFLRS events
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Building Capacity of Teachers

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Title	Purpose?	Training Format (Workshop, book study...) Presenter?	Intended Audience	Timeline
Staff Professional Development-Building Communication with Parents and Increasing Parent Involvement	-How to reach out, communicate with parent/families -The value of contributions of parents/families -How to coordinate parent/family programs	Faculty meeting Google Slide presentation-Sherri-Lee Heath or Jackie Lawson	classroom teachers	October 2017

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

How do you notify each family, in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher	The principal writes a letter of explanation and sends it home with each student in the class.
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out of field?	
Describe how parents are informed of the curriculum, forms of assessment used to measure student progress and achievement expectations.	Orientation, Open House, grades in FOCUS, Tuesday folders, Parent Planners, and parent-teacher conferences inform parents of the school curriculum, student progress, and expectations for learning.
Describe how the school will provide each family an individualized report of their student(s) progress on the state assessment.	A copy of the FSA ELA and Math scores were sent home in the Tuesday folders in August 2017.
How do you ensure that your school holds parent-teacher conferences, at least annually, of which the compact is discussed as it relates to student achievement?	Each teacher is required to hold a face-to-face parent-teacher conference with every student in the class. During the conference, a conference form is completed and signed by both the teacher and the parent. A Parent Compact form is also reviewed and signed by the teacher, student, and parent for every child in the class. Teachers must document 3 due diligence attempts for parents who were unable to attend the conference in person.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Parents are notified of school activities, school reports, and meetings through a variety of media including newsletters, KHE website, teacher and Title 1 websites, Parent Portal, Tuesday folders and agendas, use of school marquee, and Facebook and OneClay App notifications. Non-English speaking parents will be provided with an interpreter as needed, and notices will be sent home in the parents' home language as needed. Handicap ramps are accessible to those that are in need.

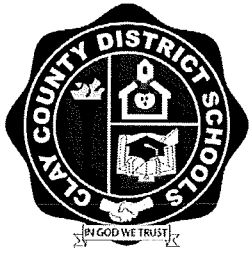
Evaluation of Previous Year's Parental Involvement Plan

Parent and Family Engagement Activity	Number of Participants	Anticipated Impact	Effectiveness
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Staff Training	39	Understanding and action steps to ensure positive teacher/parent communication and opportunities for parents to participate in their child's school and help support student achievement	100% parent compact and conference sheet documentation, increased participation in school-related events
Muffins with Moms	345	Literacy take-home activities	Strong participation and positive feedback on the survey
S.T.E.M. night	252	Science, Technology, Engineering, and Math activities and awareness for parents of school curriculum and materials available for their children	Positive feedback on parent survey and a successful turnout for participation. Parents enjoyed seeing the Google Chromebooks, robotics, and hands-on science and math activities
Reading Bingo	82	Reading strategies for home, literacy awareness and a celebration for the importance of reading	100% of the participants went home with a brand new Scholastic book, positive parent feedback on survey
Family Math Game night	80	Spending quality time with family while playing board game related to math	Strong participation for this new event and positive feedback on survey
Kick Up Your Character	45	How to set S.M.A.R.T. goals and ways to obtain goals	Poor participation for this new event but positive feedback by parents that attended and helped their children write S.M.A.R.T. goals
Donuts with Dads	297	Literacy take-home activities	Strong participation and positive feedback on the survey
Dads Accompanying Daughters and Sons to School	72	Opportunities for dads to learn about their child's daily routine,	Strong participation and positive feedback on the survey

		curriculum, and social/emotional environment at school.	
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Addison G. Davis
Superintendent of Schools

CLAY COUNTY PUBLIC SCHOOLS

900 Walnut Street
Green Cove Springs, Florida 32043
Telephones: 904-336-6500
1-888-663-2529
FAX 904-336-6536 TDD 904-336-6584

BOARD MEMBERS:

Janice Kerekes
District 1
Carol Studdard
District 2
Betsy Condon
District 3
Mary Bolla
District 4
Ashley Gillhousen
District 5

Parent and Family Engagement Plan Assurances School-Based Assurance Page

Academic School Year 2017-2018

School: Middleburg Elementary

Assurances

- The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1118 (b)(1)];
- Engage parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Title I Lead Signature:

Date:

9-27-2017