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| **Eleanor H. Miller School**    **Tracy Taylor – Principal**  **John Thompson - Asst. Principal**  **156 Horseman Club Road**  **Palatka, FL 32177**  **(386) 329-0595**  **Palatka, FL 32177**  [**http://ehmiller.putnamschools.org/**](http://ehmiller.putnamschools.org/)  **2019-2020**  **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.*** | The administration of Eleanor H. Miller (EHM) school maintains an open door policy for our parents. Our students come from all areas of the county. Due to the distance from home to school and financial constraints for some this makes it difficult for many parents to come to the school. We utilize Facebook, school website, phone calls, student-to-home communication logs, Remind, IEP meetings in addition to our yearly planned parent activities to communicate with our parents encouraging them to be partners in the education of their children and 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?*** | EHM hosts a teacher meet and greet at the beginning of each school year. Prior to this event we hold a Title 1 Parent event where we review Title 1 and explain how it impacts their students and encourage them to provide input into our plan. To assist with this process we begin by reviewing the previous year’s plan and have discussions about the activities and monies spent to get insight on how well these impacted our families. This information is compiled and used to create the current plan. The plan is made available to parents through links on our school website and in our front office. Parents are encouraged to maintain ongoing conversations with all staff and administration. |
| ***How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*** | We hold and an annual Title 1 meeting at the beginning of each school year. As part of the meeting we review the previous year’s plan, budget and open the floor to discussion for moving forward and continuing to build sustainable relationships with our families and meeting their needs. Copies of the plan are made available to parents through a variety of means: school website, in front office or copies are sent home upon request by the parent/guardian. |
| ***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 of parent/family input into the writing/reviewing of our PFEP consists of meeting agendas and notes from our annual Title 1 meeting as well as any notes that may have been created as a result of parent phone calls.  Evidence of parent/family input into the spending of PFE funds is evidenced by sign in sheets at events, event comment sheets provided for input at the conclusion of each event, and notes from Title 1 meetings. |
| ***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?*** | Parents are encouraged to share comments and concerns through the method that is most acceptable/supportive to their family. All comments and concerns are tallied and ranked. The schoolwide Plan and the PFEP is available for review in the front office, there are links to both on our school website and copies will be sent home upon parent request. Samples of each type of response will be uploaded to the school’s audit box. |

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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.*** | Our initial meeting is held in the early evening before Meet and Greet, subsequent meeting days and times are selected at the conclusion of the meeting to meet the needs of those in attendance. Parents are notified of meetings by our website, school - home communication, and Remind. Parents are encouraged to give input on alternative days and times if they are not able to come, majority vote sets the time. Parents are also invited to receive/review meeting notes and agenda if they can not attend. |
| ***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.*** | At all meetings there is staff available to watch/assist with young children during the meeting. Parents in need of transportation are encouraged to contact the school to meet their needs. |
| **Annual Parent Meeting** | |
| ***Date and time you will hold your Annual Title I Meeting*** | August 8, 2019 4:00 P.M. |
| ***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 families received a letter in the mail informing them of the date and time of our Annual Title 1 Meeting, it was also posted on our Facebook page and our school website. Non English speaking families received a copy of the letter in their native language. |
| ***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.*** | Copies of the agenda highlighting the key points of our meeting are distributed to all parents/stakeholders when they arrive at the meeting. We utilize a Powerpoint template highlighting required information to be discussed at every Annual Title 1 meeting that was created by Federal Programs. The template allows us to insert information that is specific to our school while ensuring parents are given clear and concise information related to Title 1. |
| ***Barriers:***   * ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations*** | * At the Annual Title 1 meeting there are staff available to watch young children. As part of the meeting important barriers to participation such as transportation, meals, and translation are discussed. |
| ***Evaluations:***   * ***How will you get feedback from parents about the meeting?*** | * At the conclusion of the meeting parents/stakeholders are encouraged to give input and feedback related to the meeting. Our administration maintains an open door policy to discuss all parental concerns. |
| ***Parents who do not attend?***   * ***How will you get the information home to parents who did not attend the meeting?*** | * For parents who do not attend, copies of meeting agendas, and notes are available upon request. If a parent chooses, the same information can be shared via the telephone when requested. |
| **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 |
| Individual Conferences | When parents are informed and current on their child’s academic status they are better able to help at home. As a part of theses conferences parents are offered assistance with Skyward Parent Portal if needed.Pa | Flash cards, worksheets, IReady | Flexible as needed | If Needed | No | If Needed | If Needed |
| Fall Reading Festival | Parents are provided with leveled books/stories to take home and read with their child to improve reading skills and foster a love of reading. Parents will be reminded that we are available to assist with individual support with their child’s education as needed. For example the December Data night, | Books/Stories | October, it is a day long event, parents are free to come anytime throughout the day | If Needed | Yes | If Needed | If Needed |
| Quarterly Bee Buzz | Parents are invited quarterly to meet with administration to answer questions, review resources, and obtain materials if needed. | Flash cards, worksheets, IReady, Books, Stories | We will alternate Bee Buzz time between the morning and afternoon | If Needed | Yes | If Needed | If Needed |
| December Data night and Program | Parents are provided with data related to their child’s progress, there is an opportunity to discuss data and generate any needed resources. | Data, resources as identified. | December, in the evening to not conflict with instruction | If Needed | Yes | If Needed | If Needed |
| Popcorn and Student Progression | Parents are invited to meet with administration to review student course work and plan for future classes. As a part of all parent meetings, we offer support with Skyward Parent Portal, any needed resources and/or tutoring. | Individual student progression sheets | In the spring - flexible to suit family needs. | If Needed | No | If Needed | If Needed |
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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?*** | At our Annual Title One Meeting there is a designated time devoted to getting input from parents regarding the types of events and workshops they would like to have. At every event/meeting comment sheets are made available to give feedback and offer suggestions. The lead team routinely reviews the comment sheets to determine future needs and effectiveness. | | | | | | |
| * ***How do you evaluate the effectiveness of capacity building activities?*** | Effectiveness of activities is gauged by attendance and feedback received on comment sheets provided at every meeting. | | | | | | |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.*** | We have been “adopted” by a local church and they provide regular treats for the students and staff, volunteer on campus and help beautify our campus. Our school is also the main recipient of funds raised by the Pilot Club in our community. This organization has purchased equipment for the school, built a special needs playground. The pilot club with the support of the local high school Anchor Club helps with our Reading festival. Our high school students with intellectual disabilities as well as some of our students with emotional behavior disorders meet with a group from one of the high schools to share ideas and build friendships. This same group of students participates in a grant funded program which allows them to tour workplaces and other post secondary opportunities. We maintain ongoing dialogue with all stakeholders. We routinely post articles and pictures of our activities on Facebook, the school website and submit them to our local newspaper. | | | | | | |

* 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)** | | | | |
| **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** |
| Mental Health Awareness | Teaches staff members how to communicate with parents when they have concerns about a student’s mental health. In our ever changing world the ability to recognize and address potential mental health concerns are paramount. | Face to Face - T. Taylor- online training | EHM faculty and staff | August 2019 |
| Bullying & Harassment Training | How to spot, reduce, and document behavior which is or may lead to bullying/harassment. These trainings enable our staff to diffuse potential problems and communicate with parents about their child. | Face to Face - JD Thompson | EHM faculty and staff | August 2019 |
| PEER Training | Training on writing IEP’s that solidly address each students academic, social/emotional and if needed self care goals and how to communicate with parents regarding progress and goals | Face to Face - C. Woolwine | ESE teachers | September 2019 |
| Youth Mental Health First Aid | To be able to identify and communicate with parents concerns over a student’s well being without putting parents or students on the defensive so needs can be met. | Face to Face - CSD Mental Health Counselors | EHM faculty and staff | January 2020 |
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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?*** | Parents are notified in writing and delivered via the USPS a letter stating their child is being taught four consecutive weeks or more by a teacher who is out of field. Parents are encouraged in said letter to contact the school if they have any questions or concerns. For non English speaking families the letter is sent home in their native language. |
| ***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.*** | At Meet and Greet in August, as well in the pupil information packets sent home with students whose parents are not able to attend Meet and Greet there is information regarding how request information on the professional qualifications of the teachers and paraprofessionals working with their child. For non English speaking families this information is provided in their natvie language. For classrooms being led by teachers who are out of field a letter stating this is sent home via the school mail to the address in Skyward to the parents of those students in that class at the 4 week mark of school. |
| ***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.*** | As part of our Title 1 meeting in August, a portion of the meeting is devoted to a brief review of the curriculum, types of assessment and expected achievement levels is provided. Parents with specific questions and/or concerns are encouraged to schedule a teacher conference. Throughout the year as IEP meetings are held this information as well as student progression plans are discussed in detail. In December of each year we hold a data night in conjunction with a student program, during these data chats teachers and administration share with parents the curriculum, types of assessment and expected levels of achievement. Parents are encouraged to schedule Parent/Teacher conferences with any concerns. A translator is available for Non English speaking families. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | A call out is sent to parents once student score reports arrive at the school notifying them they are available for pick up. Student copies of score reports from FSA and FSAA are held in the front office for 2-3 weeks upon their arrival at the school. At the conclusion of the 3 weeks, any remaining score reports are mailed via USPS to the address listed in Skyward. |
| ***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 occured? (This is a requirement for elementary schools only)*** | As part of yearly pre planning trainings, teachers are given student compacts and reminded of how they are to be used. They are instructed to initial on the compact the date and time of parent conferences. Student compacts are distributed during Meet & Greet as well as sent home with students in their registration packets. The student compact is available in the native language of the student if needed. The teachers retain their signed copies of the compacts until the end of the end of the school year so that they may be dated and initialed at each conference. EH Miller’s executive secretary creates a file that has all pre planning documentation that was covered during preplaning, each teacher receives a checklist that they initial and sign stating they received training on the items and fully understand how to implement them. These sheets are returned to the secretary. Evidence of parental input into the compact is located within the audit box. |

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| **Coordination and Integration** | |
| **Describe how you coordinate and integrate parent and family engagement activities in the programs listed below to help parents help their child at home.** | |
| * ***Homeless*** | Our district’s Federal Programs office coordinates services for homeless students within the PCSD. Their representative meets regularly with administration at each school to ensure that homeless students are identified and receive any assistance needed. |
| * ***Migrant*** | Our district’s Federal Programs office coordinates services for migrant students within the PCSD. Their representative meets regularly with administration at each school to ensure that migrant students are identified and receive any assistance needed. |
| * ***Headstart*** | Our district’s office coordinates services for students entering Kindergarten from Headstart within the PCSD. |
| * ***Title II*** | EHM utilizes input from parents, teachers, and staff in conjunction with FSA/FSAA and discipline/Attendance data to determine professional development needs.The district provides a preplanning series of workshops for al new teachers to the district. The district also supplies these teachers with ongoing support via teacher mentors from the district office for three years. l |
| * ***Title III - ELL*** | Our district’s office coordinates support services for ELL students within the PCSD. Google translator is utilized to assist with translation needs. |
| * ***Title IV*** | Our district’s Federal Programs office coordinates and integrates Title iV funds within the PCSD. They support STEM, mental health, anti bullying, music and a variety of other programs to improve our schools. |
| * ***Title V*** | Our district’s Federal Programs office coordinates and integrates Title V funds within the PCSD. |
| * ***ESE*** | The PCSD Federal Programs office integrates and coordinates parent involvement at each of our schools. |
| * ***Neglected and***   ***Delinquent*** | Our district’s Federal Programs office coordinates services for the Neglected and Delinquent services within the PCSD. |
| * ***SAC*** | The Federal Program’s office within our district orchestrates and coordinates the guidelines for spending of Federal dollars. Our school has a SAC comprised of stakeholders, parents, and teachers who work cooperatively to spend federal dollars. |
| * ***PIDAC/MPAC (Migrant Parent Advisory Council)*** | PIDAC is the district’s advisory council for parents. EHM currently does not have any migrant students, however if we did the district’s Federal Programs office would assist in the coordination of these activities.. If EH Miller has parents they would like to serve on the council, Federal Programs will reach out to these people. |
| * ***PTO/PTA*** | EHM does not currently have a PTO/PTA. |
| * ***Community***   ***Agencies*** | Our district’s Federal Programs office coordinates and integrates services between our school and community agencies for Title IX and Title 1, Part C and Part D, as these two grants have staff that refer parents to services through community agencies.. |
| * ***Business***   ***Partners*** | Schools are responsible for working cooperatively with the local businesses they partner with. The District office offers regular support to these endeavors |
| * ***Other*** | NA |

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| **Accessibility** | |
| ***What opportunities do parents have to participate in their child’s education?***   * ***Volunteer?*** * ***Mentor?*** * ***SAC?*** * ***PTO/PTA?*** * ***Other?*** | Parents of EHM students have the opportunity to participate in their child’s education as a member of the IEP team, they may volunteer on campus, be a member of our SAC committee, or join our district’s PIDAC committee. EHM maintains an open door policy for our parents. |
| ***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*** | All parental communication is sent home in their native language. We utilize a combination of “Remind” call outs and paper based correspondence. Notices of IEP meetings are sent home through the USPS. |
| ***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 data.*** | EHM students come from all areas of our district. The distance traveled makes it difficult for many of the families to return to school for afternoon/evening events. The distance can also put a financial strain on some of our parents to come to the school. We offer assistance with transportation, we offer home visits or telephone conferences to help element the distance barrier for our families. For families whose native language is not English we provide translation to assist with communication and participation in activities. For any families that may struggle with literacy issues we offer communicate visually and orally. |
| ***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 provided workshops in a parent’s native language? Explain.*** | All home to school correspondence is offered in the parents’ native language. For parent workshops, conferences, and general face to face meetings a Spanish translator is available on our campus. |
| ***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*** * ***Other*** | EHM encourages and supports parental involvement by listening to feedback from parents about school operations and functions. We attempt to offer a variety of meeting times to help make it easier for parents to come. When parents can not come to the school for meetings we offer home visits or phone conferences. |