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| **MOSELEY**  **ELEMENTARY SCHOOL**    **SaraJean McDaniel – Principal**  **Tony Benford - Asst. Principal**  **1100 Husson Avenue**  **Palatka, FL 32177**  **(386) 329-0562**  [**http://moseley.putnamschools.org/**](http://moseley.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.*** | There will be an initial meeting held to solicit input for the 2019-2020 PFEP. The PFEP will be a living document that will be changed if/when needed. It will also be available for review, at any time, in the front office. |
| ***How do you use the review of the previous year’s plan to retain, revise, or replace strategies to design more effective engagement?*** | We meet as a team that includes students, staff, parents and community members. We visit the activities that were in place last year and revise, replace or improve based on attendance and outcome. Academic needs,based on our school improvement plan goals drive the content of the family activities. |
| ***How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*** | Through regular parent meetings, we will be able to discuss and vote on ways that Parent and Family Engagement funds will be spent. Invitations will be sent out in student’s backpacks as well as a call out invitation sent. |
| ***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?*** | A sign in sheet is kept for all meetings, to include the review of the PFEP and ongoing meetings throughout the year. Agendas are also kept to show the content and focus of the 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?*** | All stakeholders will have a chance to attend meetings where discussions take place. The PFEP will be available to anyone in the front office throughout the year. The PFEP will also be discussed and available at the Annual Title 1 meeting. |

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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.*** | We held a sidewalk vote for parents as they dropped their child off to determine the best time for parents to attend. We will consider changing the time of day of meetings if the time determined isn’t well attended. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school to allow all parents to participate in the education of their child.*** | We hold meetings and events during the school day as well as after school. We provide activities for students to participate in while parents are involved in adult educational activities. |
| **Annual Parent Meeting** | |
| ***Date and time you will hold your Annual Title I Meeting*** | September 17, 2019 5:00 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?*** | An invitation was sent in backpacks with all students. The school advertised on social media. A call-out went out to all parents. “Remind” notices were sent by individual teachers. The notices were sent out in english and in spanish. |
| ***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 power point was created to go over each of the required areas. Input and participation from those in attendance was encouraged. Parents were given additional copies of the School Compact. There was also a calendar posted to inform them of upcoming parent activities. |
| ***Barriers:***   * ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations*** | We will offer meals so that parents can attend with families without the worry of having to prepare dinner after. We will provide childcare when needed. |
| ***Evaluations:***   * ***How will you get feedback from parents about the meeting?*** | We will provide parent surveys after the meetings and encourage feedback so that we can better serve the needs of all parents. |
| ***Parents who do not attend?***   * ***How will you get the information home to parents who did not attend the meeting?*** | We will send home relevant information to all students as well as advertising the information on the school’s social media pages. |
| **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? Parent nights will include the topics names above. There will be information given out at each event to address a specific area.*** * ***What training or materials will you provide to help parents work with their child to improve their child’s academic achievement? Parent/student take home activities will be a part of the parent nights*** | |

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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 |
| Back to School Celebration Night | **Student results from state assessments were shared with parents** | **State assessment results and academic based prizes** | **July 30, 2019** |  | X |  | X |
| **Title 1 Parent Meeting** | **Parents understand their role in their child’s education** | **Compact** | **September 17, 2019** |  |  |  |  |
| **Bingo For Books** | **Reading contract will be signed by parents and students.** | **Take home books available for all families in attendance** | **November** |  | X | X |  |
| **WInter FamilyScience Night** | **Parents will gain a greater understanding of science** | **Science activities for families and online activity information** | **January** |  | X | X |  |
| **Rock The Test Night** | **Information to prepare students for state assessments will be addressed** | **Dates of assessment, math, ELA and Science Review activities** | **March** |  | 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?*** | Parents are able to give feedback after each activity. They are also encouraged to attend PTO/SAC meetings to assist in planning events. We have a parent representative at the monthly PIDAC meetings. They are able to provide input and concerns at these meetings. | | | | | | |
| * ***How do you evaluate the effectiveness of capacity building activities?*** | Attendance, feedback and evaluations are all collected at each event. Also, data that is relevant to the events held is considered. | | | | | | |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.*** | Moseley reaches out to community partners for many events. Seminole Electric is a continuous resource for monetary support for events and Triinity United Methodist Church sponsors many events throughout the year. Social media is a wonderful way to advertise the needs of the school to the community. Through social media, we have gained a lot of community support. | | | | | | |

* 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** |
| Teaching at a low income school | It closes the gap of understanding between parents and teachers | Book Study | Teachers | November 2019 |
| PBS/BIP STAR | It lays out a framework for documented parent communication | Staff development  Brandon Benford | Moseley Staff | September 2019 |
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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?*** | We send home a letter to each student in their spoken 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.*** | A notice is sent home at the beginning of the year to all parents. This information is also addressed at the Title 1 Annual Meeitng. |
| ***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.*** | Parent nights are dedicated to this topic. Also, test reports are sent home with report cards each nine weeks with an explanation of the results. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | An individual student report is available for all parents to pick up during the summer. A staff member is available to discuss the results. All forms not picked up are sent home with students. |
| ***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)*** | This is discussed and passed out during the title 1 Annual Meeting. |

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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*** | Homeless Project Praise Coordinate services with guidance to ensure that all services are equitable and liaison advocates for homeless students and parents at all appropriate meetings. |
| * ***Migrant*** | If we find that we have students that fall in this category, several outreach events are held throughout the school year to meet the needs of these families. |
| * ***Headstart*** | A pre-K registration outreach is held in the summer to recruit and inform parents of relatable services. |
| * ***Title II*** | Staff development that focuses on meeting the individual academic and emotional needs of all students and families is a priority. |
| * ***Title III - ELL*** | We send out two way communication in english and spanish. Imagine Learning is also used to meet the needs of students. |
| * ***Title IV*** | 21st Century After School Program is in place at Moseley. |
| * ***Title V*** | Our data clerk recognizes and refers families that fall under the Title V McKinny Vento Act to the appropriate homeless liaison. These families receive support and assistance through this liaison. |
| * ***ESE*** | IEP meetings are held for each child The parents are invited to attend and given a 14 day notice of the meetings. |
| * ***Neglected and***   ***Delinquent*** | We provide parent resources through a Communitites im Schools liaison. We Have a weekend food program available to all families. We use MTSS to meet the intervention needs of students who show EWS signs. |
| * ***SAC*** | SAC meetings are held monthly and invitations are sent out in student backpacks. |
| * ***PIDAC/MPAC (Migrant Parent Advisory Council)*** | A parent representative attends monthly PIDAC meetings at the county level and returns with information for the school as well as expressing needs and concerns at the meeting. |
| * ***PTO/PTA*** | Monthly PTO meetings are held after SAC meetings. |
| * ***Community***   ***Agencies*** | Communities in Schools supports through a Family Liaison. Foster Grandparents are also placed at Moseley to support literacy in primary grades. |
| * ***Business***   ***Partners*** | We solicit support from local businesses to purchase and supply materials for parent nights, student incentives and other actiivites. |
| * ***Other*** |  |

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| **Accessibility** | |
| ***What opportunities do parents have to participate in their child’s education?***   * ***Volunteer?*** * ***Mentor?*** * ***SAC?*** * ***PTO/PTA?*** * ***Other?*** | Parents are able to volunteer during the school day. We encourage active parents to complete the volunteer paperwork through the front office so that they will be able to participate through volunteer opportunities.  All parents are invited and encouraged to attend SAC and PTO meetings. |
| ***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*** | We send all communication in parent friendly language. We also sent call outs for verbal communication for those who have limited literacy. All communication is sent in english and spanish. |
| ***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.*** | We have seen an increase in parent participation over the past three years. Weserve a high population of economically disadvantaged students. We have made an effort to make school a safe place for these families through respectful communication and encouragement to attend school functions. |
| ***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.*** | We provide invitations and advertisements in english and in spanish. We do have access to a translator that is available for parents who attend parent nights or meetings. |
| ***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*** | There will be a Communities in Schools Parent Liaison housed on campus that reaches out to parents and provides opportunities for parents to be involved. They will have an office with parent resources available to all parents. |