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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/)  **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.*** | All parents are invited to our monthly “Coffee with the Principal” held on the 2nd Tuesday of each month and quarterly SAC meetings with a documented agenda, minutes, and sign-in sheet. The Student/Parent/Teacher compact will be discussed at each of these meetings. We will utilize a call out system in both English and Spanish as an additional notification for all events, including when funding needs to be spent from the parent involvement monies. Our Watch for it Wednesday Note will be sent home on Wednesday and posted on our Facebook site. We will also use Title I Survey results to determine the needs of our students. |
| ***How do you use the review of the previous year’s plan to retain, revise, or replace strategies to design more effective engagement?*** | Title I survey plus minutes from previous meetings are used to determine plans each year. This year, “Coffee with the Principal” will also allow for ongoing discussions regarding concerns of parents as well as things that are going well. |
| ***How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are spent?*** | The monthly meetings with the principal and the quarterly SAC meetings will allow parents to discuss with administrators and other educators how they feel the school can help them. Decisions will be made through these meetings. Agendas and sign-in sheets will be kept and logged. |
| ***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?*** | The monthly principal’s meetings will be a candid time to discuss the PFEP. The September 2019 meeting will be the first meeting with PFEP, School Improvement Plan and the School’s Compact on the agenda. Each month, it will be addressed. All meetings are announced via our Facebook Post as well as a call-out system. |
| ***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, families, and community members will be notified of all events the school is having through multiple sources (Facebook, Call-out, Web-site, and notes home). We provide translation in Spanish as well.  Parents will be notified of their “Right to Know” as well as made aware of the Title I Parent Notebook located in the front office.  All state assessment scores were sent home with students during the 1st week of 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.*** | All parent nights will be scheduled at 6:00. If parents can’t make the evening meetings, we will have a recap of those meetings/workshops at the next Coffee with the principal held in the AM. We will also post that information on our website, Facebook, and send letters home. |
| ***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.*** | All events are family oriented, so children are allowed. If it is a parent conference and a parent request for child care, we will arrange it. The principal and assistant principal will be making home visits starting in October. |
| **Annual Parent Meeting** | |
| ***Date and time you will hold your Annual Title I Meeting*** | MIller Middle School Title I Annual Meeting will be held on Thursday, September 12, 2019 at 5:30-6:00. Open House/Classroom Visits will be held from 6:00-7:00. |
| ***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?*** | Open House was first announced on Facebook page on August 30, 2019. Follow ups concerning Title I and Open House will happen on Monday, September 9, 2019 via Facebook, Tuesday, Sept 10 via flyers sent home, and Wednesday Sept, 11 via Watch For Wednesday. Flyers and Watch for it Wednesdays are sent in both English and 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.*** | We will have a Powerpoint presentation with all the information necessary. Each parent who signs in to the meeting will have a chance to win a $25.00 gas card.  All information will be kept in the school’s Title I notebook that is available to anyone who asks via the front office. |
| ***Barriers:***   * ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations*** | We will have translators at all meetings and will provide light refreshments at the parent nights. If any parent can’t make it to any of the workshops or family nights we have, we are offering the same information during the Coffee with the Principal meetings. |
| ***Evaluations:***   * ***How will you get feedback from parents about the meeting?*** | Minutes from meetings. Surveys from workshops. |
| ***Parents who do not attend?***   * ***How will you get the information home to parents who did not attend the meeting?*** | We will send home in our Watch for it Wednesdays as well as post on Facebook and our Website. |
| **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 |
| Parent Workshop on Social Media | Students are having a profound effect on their social/emotional well being because of social media. It is our intent to show parents the dangers of social media and ways to prevent problems. This will lead to less emotional problems that tend to take over the students academic achievement. | Youth Resource Deputy from the Putnam County Sheriff’s office will be guest speaker. Flyers will be given to show how to monitor their child’s social media accounts. | 10/17/2019 6:00 pm.  Will also be discussed at Coffee w/ Principal on 11/12/19 8:00 am |  | X |  | X |
| 6th Grade Field Trip to MOSH  (parents are invited) | To promote the interest in Science. Students and parents will begin to see science and technology in the real world. These skills can be applied to student’s goal setting for academics. | Field trip permission slips.  MOSH Day Agenda  Lunches for all participants.  Busses | 11/01/2019 All School Day |  |  |  | x |
| Science Night | An access to the science classes and the teacher will allow for the parents to see what their child is working on. It is the goal of our school for parents to see projects in progress as well as application to daily life skills. Science curriculum will be reviewed with parents. | Individual science teachers will have their classwork and student projects to show. We will pass out flyers with information on curriculum and standards and what is necessary for the EOC and FSA Science Assessments. | 11/14/2019 6:00 pm.  Will also be discussed at Coffee w/ Principal on12/10/19 8:00 am |  | x |  | x |
| Literacy Week and Family Literacy Night | READING IS FUNDAMENTAL. Promoting activities that families can participate in will hopefully lead to the joy of reading. It is proven that students who read at an early age are introduced to more vocabulary which allows middle school students to be able to relate to real life skills while learning to become college/career ready. | A book for each student who attends Literacy Night. Flyers with activities for family. | Week of Jan 27-31  Parent Night Jan 27th |  | x |  | x |
| Cambridge Night | While this is only for approx. 10% of our students, it will be a night to discuss school pathways, what is needed for promotion within the program, and a mini lesson on students note taking strategies. | Will vary based on classroom needs. | 02/13/20 6:00 p.m.  Will also be discussed at Coffee with the Principal on 03/10/2020 8:00 am |  | x |  | x |
| Art Show and Art Appreciation Night | To promote the skills our students are showing in extracurricular activities. Students who have talent in other areas tend to do well in their academics when they are tied together. | Art Supplies | 02/13/20 6:00 p.m.  Will also be discussed at Coffee with the Principal on 03/10/2020 8:00 am |  | x |  | x |
| 8th Grade Field Trip to UNF (parents are invited) | Promoting students to be college/career ready. This also gives parents a chance to see a university campus and learn about what their child should be working on when promoting to the high school. | Field trip permission slips.  UNF- Day Agenda  Lunches for all participants.  Busses | 02/19/20 All School Day |  |  |  | x |
| Curriculum/  Promotion Requirements/  FSA/EOC Parent Workshop | This night will be strictly focused on helping parents understand the importance of the yearly state assessments. | Powerpoint presentation with handouts for notes. Opportunity to ask both admin and teachers questions. | 02/27/2020 6:00 pm.  Will also be discussed at Coffee with the Principal on 03/10/20 at 8:00 am |  | x |  | x |
| 7th Grade Field Trip to Tallahassee  (parents are invited) | Promoting Civics  Because Civics is a tested subject, it is our goal to show both parents and students the importance of understanding about our civil government. | Field trip permission slips.  MOSH Day Agenda  Lunches for all participants.  Busses | 03/16/2020 All Day |  |  |  | x |
| * ***How do you assess the needs of parents?*** * ***How does parent input inform what types of events or workshops you have at your school?*** | This year’s parent nights and events were planned around information parents have asked for during parent conferences, phone calls, and surveys. We have taken into consideration the tested areas as well as personal interest areas. | | | | | | |
| * ***How do you evaluate the effectiveness of capacity building activities?*** | This year, we will continually ask for feedback and at the end of the year, we will send a school survey home with our parents in a flyer as well as through a link we will post on facebook.  It is our goal to let parents know that we value their input. | | | | | | |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.*** | This year, Miller Middle School has implemented a new PBIS system to promote academics, attendance, good behavior, and school and community involvement. We have invited community members, members of the school district, school board members to be a part of our OneFamilyFourHouse System. The four houses are represented by   |  |  |  |  | | --- | --- | --- | --- | | **House Name** | **House Color** | **House Character Trait** | **House Symbol** | | Officia | Green | Responsibility | Earth | | Civitas | Yellow | Citizenship | Wind | | Fidelis | Orange | Loyalty | Fire | | Quantum | Purple | Respect | Water |   Students, employees, and guests can earn points for their house to celebrate. They can earn points in 4 categories:  Academics, Attendance, Behavior and Community. Each 9-weeks there will be a pep rally to announce the winner of that quarter. Kona Ice is a business sponsor and will provide t-shirts to the winning houses.  We also have many supporters in the community who sponsored students with school supplies. | | | | | | |
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* 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** |
| LSI and the Power of Teaming | Builds relationships with students and allows for parent/teacher to communicate. | Patricia Perry | All Staff | All year--ongoing training |
| The Importance of Families in School | Will provide teachers with the best way to build lasting relationships with the parents in order to help support the student. | Paula Adams | All Instructional Personnel | 10/2/2019 |
| Mental Health and Safety Training | Being aware of a student’s mental health and capacity to handle school’s daily activities, will show the parents we truly value the student as well as their education. | Susannah Bender  Paula Adams  Tim Frill, YRD Sgt.  Kognito Training | ALL STAFF | 08/22/2019  10/02/2019  And more to be added |
| Student Led Parent Conferences | Students own their data both academically and behaviorally. They will be able to explain the data to their parents. | Susanah Bender | All Instructional Personnel | 10/2/2019 |
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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?*** | Letters will be sent home to the parents of students being taught by the out of field teachers as soon as it is known that a teacher is out of field. This school year, our letters will be going out on 10/9/2019 and ongoing as needed throughout the year. |
| ***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.*** | Right to know letters will be sent home to the parents in an understandable language and format. When and how did the teacher certification letter go home? |
| ***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.*** | Individual classrooms have beginning of the year letters they send home with their students. Our Family Handbook has all of this information in it as well and was sent home on the first week of school. And the information is reviewed during the Title I annual meeting. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | FSA/EOC results were received during the summer. All results were sent home with students during the first week of school. |
| ***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 year at Miller Middle School, our students will lead their own Parent/Teacher/Student Conference. All instructional teachers and students will be trained on this process. Students will bring up the Compact and state how they think everyone is doing. During the meeting, one of the teachers will take notes. This sheet will be copied and given to the parents. On the back of the copied notes is the compact. |
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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*** | With the guidance of the Title IX Homeless Liaison, we will provide services as needed through Project Praise. All families in this category will be discussed during quarterly meetings with the Homeless Liaison. As we have our different activities, we will reach out to these families personally to invite them to our events, such as Open House, Quarterly Parent Nights, Field trips for each grade level (parents are invited as well). |
| * ***Migrant*** | Coordinate with the Administration to ensure that all services are equitable and the liaison advocates for migrant students and parents at all appropriate meetings. Federal Programs provides support personnel through Title I-C funding. |
| * ***Title II*** | Are any of your teachers working with the District Department of Teaching and Learning? |
| * ***Title III - ELL*** | Coordinate with the Administration to ensure that all services are equitable and the liaison advocates for ELL students and parents at all appropriate meetings. Translation of all notifications sent home (English and Spanish). Federal Programs Title III provides a ELL Support Leader to work with teachers and students. |
| * ***Title IV*** | Title IV funds provide the |
| * ***Title V*** |  |
| * ***ESE*** | Our ESE department invites all parents to participate in an update meeting once per year (more if necessary). Parents, teachers, counselors and staffing specialists all come together to work on any plans. Parents are provided resources as necessary. |
| * ***Neglected and***   ***Delinquent*** |  |
| * ***SAC*** | Parents are invited to quarterly meetings to discuss, plan, and find ways to implement strategies for our school. It is also discussed how funds are being spent through Title I. |
| * ***PIDAC/MPAC (Migrant Parent Advisory Council)*** | District Parent Involvement Team--Parent Liaisons Advocate for the school. |
| * ***Coffee with the Principal*** | Monthly meetings for parents to bring concerns to the table as well as to give information about different parent workshops that parents may have missed. |
| * ***Community***   ***Agencies*** |  |
| * ***Business***   ***Partners*** | This year, we have partners with many businesses to provide school supplies for students. During the summer we sent out a video asking for help in sponsoring a student with a donation of 16.00 per student. This is the cost to put together a required notebook our whole school has adopted. |
| * ***Other*** |  |

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| **Accessibility** | |
| ***What opportunities do parents have to participate in their child’s education?***   * ***Volunteer?*** * ***Mentor?*** * ***SAC?*** * ***PTO/PTA?*** * ***Other?*** | All parents have the opportunity to become a volunteer. They can report to the front office and apply through our Raptor system. We invite all parents to the SAC meetings as well as the Coffee with the Principal 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*** | Flyers home (English and Spanish)  Facebook Post  Website  Call-out system |
| ***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.*** | One of the barriers of our parents is language. We provide everything written in both English and Spanish. We have several on staff that can translate during conferences or meetings.  With our 8th Grade ESE students, we are providing the Jobs for Graduates Program and training. Parents will be involved in making sure their child is on track for graduation and will be given the tools to help them. |
| ***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 have English/Spanish versions of our compacts/family handbooks/ and letters that go home. We also provide translators at school. |
| ***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*** | We will promote our Coffee with principal meetings as well as provide information to the school SAC meetings and the county level PIDAC meetings. We have a parent liaison on staff full time who will meet with parents and handles parent suggestions. |