|  |  |  |
| --- | --- | --- |
| **MIDDLETON-BURNEY ELEMENTARY SCHOOL**    **Rodney Symonds – Principal**  **Yolanda Brady - Asst. Principal**  **1020 Huntington Road**  **Crescent City, FL 32112**  **(386) 698-1238**  [**http://mbes.putnamschools.org/**](http://mbes.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 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 were given the opportunity to join PTO and everyone is always welcome to attend meetings |
| ***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 were all given the opportunity to provide feedback on last year’s activities. Their feedback provided guidance on what activities to plan for the 2020 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. |
| ***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?*** | Documented evidence of parent/family participation in writing/ reviewing the PFEP is evidenced in surveys, PTO, and SAC participation. |
| ***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?*** | Committee meeting notes and the plan will be made available to the community upon request and a copy of the PFEP will be placed in the Title 1 binder located in the front office. |

|  |  |
| --- | --- |
| **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 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. |
| ***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.*** | 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. |
| **Annual Parent Meeting** | |
| ***Date and time you will hold your Annual Title I Meeting*** | September 17, 2019 at 5:45pm |
| ***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 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. |
| ***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.*** | The required information was identified on the meeting agenda as well as in a PowerPoint presentation that was presented during the annual Title 1 meeting. |
| ***Barriers:***   * ***What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations*** | Barriers that will be addressed to encourage parents/families to attend are translation services. |
| ***Evaluations:***   * ***How will you get feedback from parents about the meeting?*** | Survey - paper and digital |
| ***Parents who do not attend?***   * ***How will you get the information home to parents who did not attend the meeting?*** | A Title I flyer is sent home in both English and Spanish to assure parents who cannot come to school meetings are informed about pertinent information. |
| **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 |
| Title 1 and Open House Meeting | Increased awareness of the importance of parent involvement. Parents will gain a better understanding of skills required for increased levels of achievement. | Slide presentation | September 17, 2019  5:45pm | Upon request | No | No | Yes |
| Kindergarten Powerpack Pajama Night | Students will develop oral language, background knowledge, and a love for reading. Families will identify literacy as a priority. | Kindergarten books and backpacks | October 22, 2019  5:30pm | Upon Request | Yes | No | Yes |
| Hispanic Heritage Night | Students and parents will learn about Hispanic heritage and its impact on our community. | Slide and video presentation | October 10, 2019  6:00pm | NA | Yes | No | Yes |
| Math Night | Parents will gain an understanding of how math instruction is delivered and how to assist their students. | Manipulatives | November 21, 2019 | Upon Request | No | No | Yes |
| Science Night | Parents will gain an understanding of how science instruction is delivered and how to assist their students. | Science Projects  Hands on Materials  etc. | January 16, 2020 | Upon Request | No | No | Yes |
| * ***How do you assess the needs of parents?*** * ***How does parent input inform what types of events or workshops you have at your school?*** | Parent input is welcomed at all times. Through feedback in surveys, correspondence on the school’s social media page and website, and face to face meetings with PTO/SAC, parents can share their needs regarding helping their students be as successful as possible. As specific needs arise, administration with the PTO/SAC Team will design/craft workshops or meetings for parents to address those needs. | | | | | | |
| * ***How do you evaluate the effectiveness of capacity building activities?*** | MBES evaluates the effectiveness of parent activities through parent input at all meetings and events. Agendas and sign in sheets are used for documentation. | | | | | | |
| * ***Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievements.*** | 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. We also partner with the University of North Florida’s Camp Osprey program which is a mentoring program. 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)** | | | | |
| **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. | PD will take place during pre-planning | Faculty | August 5, 2019 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **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?*** | 4-week *Out of Field* letters are sent home in September to inform parents of any teachers who are teaching out of field. |
| ***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.*** | Letters describing their rights have been sent home in September. |
| ***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.*** | Parents and families are informed of the curriculum, forms of assessment used to measure student progress, and the achievement levels students are expected to obtain at Open House/Registration and at the Annual Title I Parent Meeting. |
| ***Describe how the school will provide each family on individualized report about their child’s performance on state assessments.*** | Individual score reports are sent to the school from the state. These reports are 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 occured? (This is a requirement for elementary schools only)*** | This will take place during planned parent teacher conferences. Conferences will be documented. |

|  |  |
| --- | --- |
| **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*** | District and community support: Mrs. Carter  Helps parents find resources to help their child(ren) be successful in school. |
| * ***Migrant*** | District support: Ms. Perry  Providers translation services and other resources for parents as needed. |
| * ***Headstart*** | MBES will coordinate an orientation and transition program with the area headstart programs. |
| * ***Title II*** | MBES will continue to work on informing parents of Florida standards and give suggestions on how to help their child. |
| * ***Title III - ELL*** | District support: Mrs. Clayton  Helps to enhance instruction of students with limited English proficiency to ensure grade-level yearly progress. |
| * ***Title IV*** | Student support and enrichment services |
| * ***Title V*** | Rural and low-Income school services |
| * ***ESE*** | 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 IEP’s. Teachers will monitor student's data and meet with students to support academic and behavior needs. Gen Ed and ESE teachers will maintain an open line of communication and involve parents in meetings. |
| * ***Neglected and***   ***Delinquent*** | School counselors and registrar (data clerk) help to identify these students and families in order to enlist the support needed. Conferences are held with the parents in order to provide resources to assist them. |
| * ***SAC*** | 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. |
| * ***PIDAC/MPAC (Migrant Parent Advisory Council)*** | District Support: Mrs. Wilkinson  PIDAC meetings are held monthly at Federal Programs. Parents from MBES are invited to participate. |
| * ***PTO/PTA*** | 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. |
| * ***Community***   ***Agencies*** |  |
| * ***Business***   ***Partners*** |  |
| * ***Other*** |  |

|  |  |
| --- | --- |
| **Accessibility** | |
| ***What opportunities do parents have to participate in their child’s education?***   * ***Volunteer?*** * ***Mentor?*** * ***SAC?*** * ***PTO/PTA?*** * ***Other?*** | MBES 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. |
| ***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*** | 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. |
| ***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.*** | 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)  Barriers: Parent Contact Information not updated  Actions to overcome: Sign in Sheets (include contact information on sheets at each activity) |
| ***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 Alert Now calls, Remind notifications, and information sent home is in both English and Spanish  Translators are provided at parent events and workshops. |
| ***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*** | MBES, with the support of parents will review the surveys and questionnaires to offer meaningful opportunities for parents to become more involved. |