

# McMullen- Booth Elementary

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## Parent and Family Engagement Plan

I, Susan Manche, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

### 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;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parent and family engagement plan 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)];
- Involve parents, 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 plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parent and family engagement plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement plan [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent 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 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 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)].

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*Susan Manche*

6/1/2020

**Signature of Principal or Designee**

**Date Signed**

## Mission Statement

### Parent and Family Engagement Mission Statement (Optional)

**Response:** The McMullen- Booth El. school community creates a quality educational setting that promotes critical thinking skills for college and careers by providing a relevant and rigorous curriculum and building positive relationships.

Mission statements are written concisely, free of jargon, and parent-friendly and inspire stakeholders to be involved and supportive of the program. Strong mission statements include:

- Explanation of the purpose of the parent and family engagement program;
- Description of what will be done; and
- Description of the beliefs or value of the LEA.

## Engagement of Parents

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 parent and family engagement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

**Response:** McMullen- Booth El. School believes in involving parents in all aspects of its Title I programs, therefore our school will encourage parents to become active members of our School Advisory Council (SAC). More than 50 percent of the members of the SAC are required to be parent (non-employee) representatives. The SAC has the responsibility for developing, implementing, and evaluating the various school level plans, including the School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP). Therefore, parents will be provided opportunities to give input in the development and decision-making process of all Title I activities related to the school. An annual evaluation will be conducted using surveys completed by stakeholders. The results will be analyzed to evaluate the effectiveness of the school's parent and family engagement plan. Parents may request additional support either directly through their child's teacher or grade level administrator. A parent may also request support during regularly scheduled SAC or PTA meetings.

Strong responses include:

- Identification of the group responsible for the development, implementation and evaluation of the plans;
- Description of the procedures for selecting members of the group;
- Explanation of how the input from parents will be documented; and
- Description of the process and involvement of parents in the development of required plans; and
- Information on how the school will provide other reasonable support for parent and family engagement activities under section 1118 as parents may request [Section 1118(e) (14)].

## Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement 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)].

count	Program	Coordination
1	Individuals with Disabilities Education Act (IDEA)	Supplemental instruction provided by the school will be discussed with parents during the development of the students' IEP.
2.	Transition to Kindergarten	Contact local preschools in December to invite to Ready, Set, Go. Materials will be provided to assist parents with helping their children prepare for Kindergarten.
3.	Family Involvement Action Steps/ Strategies	Family Involvement action steps/ strategies will be planned and carried throughout the year to support our SIP goals for our students and to support coordinating and implementing programs and activities to teach parents under the direction of our Family and Community Liaison.
4.	Family Information Events	Staff will provide Information Events outside the Open House to educate parents on a variety of topics, including: information breakfasts, grade level expectations , compacts, digital learning resources, how parents can support their students at home, .
5.	Title 2	Professional Development Modules provided to schools to support the Professional Development needs of the staff related to parent involvement. LEA staff will provide support and monitor the implementation to be sure that training was provided.

Strong responses include:

- Identification of the specific federal programs; and
- Description of how the programs will be coordinated.

## 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. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Maintain documentation	Audit Chair, Principal and Assistant Principal	Beginning September 2020	Title I audit box housed in Principal's secretary office and documentation will be uploaded to electronic audit box.
2	Annual Title I Parent Meeting and completion of Title 1 Meeting form to Bookkeeper	Family/ Community Liaison, Principal	September 24, 2020	Agendas and sign-in sheets or report from Sign-in devices
3	Create sign-in sheets and/or electronic sign in	Family/ Community Liaison & Family Engagement SIP leader	September 2020	Sign-in devices and/or sheets for meeting and individual classrooms
4	Advertise/publicize event	Family/ Community Liaison, Principal	September 2020	School Messenger messages, school marquee, Facebook, DOJO, Flyers and posting on school website
5	Develop and disseminate invitations	Family/ Community Liaison, Family Engagement SIP leader, Principal, teachers, and Assistant Principal	September 2020	Flyer with date of dissemination, post on school sign, school messenger and posting on school website
6	Develop agenda, handouts, and/or presentation materials that address the required components	Family/ Community Liaison, Family Engagement SIP leader, Principal and Assistant Principal	September 2020	Copies of agendas, PowerPoint presentation, and handouts

Strong responses include:

- Identification of specific activities or tasks;
- Identification of the person(s) responsible for completing the task;
- Reasonable and realistic timelines; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

## 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)].

**Response:** McMullen- Booth El. School seeks to provide excellent customer service and availability for parents. The administrators make themselves available to parents to the largest degree possible

when parents come to the school with questions or concerns. We offer evening events throughout the year.

Strong responses include:

- Description of the process the school will use to ensure that workshops/meetings are offered at a flexible times; and
- Specific examples of the flexible schedule offered to parents.

## Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent and family activities, 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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1.	Meet the Teacher	Community/ Family Liaison, Family Engagement SIP leader, Principal and Assistant Principal	Assist parents and students with school- wide and classroom 1 <sup>st</sup> day expectations in order that their child(ren) is successful starting school.	August 11, 2020	Report from Sign-in devices or Sign In Sheets and handouts.
2.	Open House/ Annual Title I Meeting	Principal and Assistant Principal	Assist parents and students with school-wide, grade level and classroom expectations so that their child(ren) will be successful in school and go over Title 1 information.	September 24, 2020	Sign-in sheets sign-in sheets or report from Sign-in devices , Title 1 PPT, surveys, handouts, agendas, and presentation materials
3.	Varied Information Events	Family Liaison, Family Engagement SIP leader, Principal and Assistant Principal and varied	Parents will be provided with content specific sessions, including digital resource info, how to help student at home ex. identifying strategies they can use at home to promote highest student achievement specific to reading, writing and math as measured by MAP/FSA gains.	TBA August 2020- May 2021	Sign-in sheets or report from Sign-in devices ,, handouts, agendas, and presentation materials

4.	Family Math and Literacy Events	Math and ELA SIP Team and Community/ Family Liaison or Family Engagement SIP leader	Parents will be provided content specific sessions, aligned with FL Math and ELA standards, identifying strategies they can use at home to promote highest students achievement in Math to support 1005 gains on FSA Math.	TBA August 2020- May 2021	Sign-in sheets sign-in sheets or report from Sign-in devices , Title 1 PPT, surveys, handouts, agendas, and presentation materials
5.	Ready Set Kindergarten	Team and Community/ Family Liaison or Family Engagement SIP leader	Assist parents and students with school- wide and classroom 1 <sup>st</sup> day expectations in order that their child(ren) is successful starting school.	January 5, 2021	Sign-in sheets sign-in sheets or report from Sign-in devices , Title 1 PPT, surveys, handouts, agendas, and presentation materials
6.	Cause for Applause	Community/ Family Liaison or Family Engagement SIP leader, Team leaders, House Leaders, Principal and Assistant Principal	May include: Families will be provided with a glimpse of grade level specific content that their child(ren) have participated in, gallery walks in classrooms and how they can continue learning during the summer including a summer reading project to promote highest student achievement and student growth over time (ex. Summer Bridge, camps and myON, Dreambox and I station.) Parents may view child's portfolio of work from the year, areas of improvement and areas for continuous work	TBA March- April 2021	Sign-in sheets sign-in sheets or report from Sign-in devices , Title 1 PPT, surveys, handouts, agendas, and presentation materials
6.	QuarterlyHouse Assembly/ Award Ceremony	Community/ Family Liaison or Family Engagement SIP leader, House Leaders	Parents will be invited to attend 4 Ceremonies to recognize students positive behaviors and academics and learn about the House System to better support students.	October 2020- May 2021	Sign-in sheets sign-in sheets or report from Sign-in devices .
7.	Parent Breakfasts	Community/ Family Liaison or Family Engagement SIP leader, Assistant Principal	Parents will be invited to attend a monthly Breakfast and learn strategies for supporting their child's learning.	September 2020- May 2021	Sign-in sheets sign-in sheets or report from Sign-in devices .

**Review Rubric:**

Strong responses include:

- Description of the content and type of activity including the following: The state’s academic content standards and state student academic achievement standards, State and local assessments including alternative assessments, parent and family engagement requirements of Section 1118, and How to monitor their child’s progress and work with educators to improve the achievement of their child;
- Identification of the person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
- Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task

**Staff Training**

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)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Cross Content Parent Out Reach	Community/ Family Liaison or Family Engagement SIP leader, Assistant Principal, Principal, Team Leaders, teachers	Work within cross content teams to identify students strengths and areas of support and reach out to parents to work with them to support their children throughout the year	August 2020- May 2021	PLC notes and FOCUS Parent screen
2.	Parent Cadre Q & A- including ESOL, ESE ,etc. Focus groups	Community/ Family Liaison or Family Engagement SIP leader, Assistant Principal	To support staff in better understanding parent concerns and needs	August 2020- May 2021	Rubric/continuum temperature check and notes
2	Ongoing PLC’s	Principal, Assistant Principals, MTSS Leaders, teachers	<i>Work within PLC’s to identify students’ strengths and areas of</i>	<i>August 2020- May 2021</i>	PLC’s meeting notes and PMP’s

			<i>support and reach out to parents to work with them to support their children throughout the year</i>		
3	SEL/Mindfulness/Restorative Practices	Principal Assistant Principal and IIRP trainer	<i>Work with school community to identify students' strengths and areas of support and reach out to parents to work with them to support their children throughout the year.</i>	August 2020- May 2021	Sign in, agenda and other appropriate documentation as required.

### Review Rubric:

- Content and type of activity including the following:
  - Valuing of parent and family engagement,
  - Communicating and working with parents,
  - Implementation and coordination of parent and family engagement program,
  - Building ties between home and school, and
  - Cultural sensitivity;
- Identification of person(s) responsible;
- Correlation to student academic achievement;
- Reasonable and realistic timelines; and
  - Description of the evidence the LEA will use to demonstrate the effectiveness and/or completion of the activity/task.

### Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

**Response:** McMullen-Booth Elementary School will maintain a system to provide parent resources in the front office, as well as inform others of their availability. We are working together with parents to update email contacts in Focus and work with teachers to support teacher-parent communication via school marquee, email, DOJO, Facebook, school website and through our school newsletter. Donna Rakaj (Family Engagement Liaison) and Rachel Davis (front office staff) will make sure all communications are timely.

### Review Rubric:

Strong responses include:



- Identification of the type of activity;
- Specific steps necessary to implement this activity;
- Person(s) responsible;
- Timeline; and
- Description of the evidence the school will use to demonstrate the effectiveness and/or completion of the activity/task.

## 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)].

McMullen-Booth Elementary School will provide information to parents regarding Title I programs in a timely manner using various methods of communication including meetings, letters home, the school messenger, our newsletter, marquee, email and the school website. At our Open House / Annual Title I Meeting, information about Title I programs, curriculum, and academic assessments will be shared in a general meeting. Teachers will maintain sign-in sheets and provide a copy to the Title I Community Liaison who will also maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided a response form to complete to provide input or to ask questions. The principal will respond by email to all questions left. If a parent is unsatisfied with the school-wide program plan under Section 1114 (b)(2), they will be asked to provide their comments to the Principal who will then provide the comments to the Title I office. Up-to-date information will also be kept at the "Parent Station" located in the front office for parent convenience.

### Review Rubric:

Strong responses include:

- Process for providing information to parents;
- Dissemination methods;
- Reasonable and realistic timelines for specific parent notifications; and
- Description of how the school will monitor that the information was provided.

## Accessibility

Describe how the school will provide full opportunities for participation in parent and family engagement 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)].

**Response:** McMullen- Booth Elementary School will make the Parent and Family Engagement Plan (PFEP) available to parents in English and Spanish on the school's website. A hard copy of the PFEP will be housed in the "Parent Station" located in the front office and will be copied upon parent request. Written communication may be requested to be translated in languages other than English. Upon parent request, translators in the school office are available to provide translation services to ensure that parents are able to fully participate in parent meetings. American Sign Language (ASL) translation services will also be made available upon parent request. On the MBES website a translation button (google) is available to assist with all content translations. Translators available at all meetings.

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### Review Rubric:

Strong responses include:

- Process the school will use for translating information into a parent's native language;
- Description of how the school will ensure that parents with disabilities will have access to parental involvement activities and/or services;
- Description of how the school will ensure that information is available to parents considering the fluctuating student populations;
- Specific languages in which information will be provided; and
- Process the school will use to monitor that schools provide information to parents in a language they can understand, if feasible.

## Discretionary Activities

School Level Parent and Family Engagement Plan Components Check if the school does not plan to implement discretionary parent and family activities. Check all activities the school plans to implement:

Not Applicable

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### Review Rubric:

Strong responses include:

- Identification of the activity which may include the following:
- Involving parents in the development of staff training, providing literacy training, paying reasonable and necessary expenses to conduct parent and family engagement activities, training parents to help other parents, adopting and implementing model parental involvement programs, organizing a local education agency parent advisory

council, and/or developing roles for community organizations and/or business in parental involvement activities;

- Description of the implementation strategy;
- Identification of person(s) responsible;
- Correlation to student academic achievement; and
- Reasonable and realistic timelines.

### **Upload Evidence of Input from Parents (into the Audit Box KIA Folder)**

- Upload evidence of parent input in the development of the plan

### **Upload Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

### **Upload Evidence of Parent Involvement in Development of Parent-School Compact (into the Audit Box KIA Folder)**

Note: As a component of the school-level parent and family engagement plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

## **Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

<b>count</b>	<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Anticipated Impact on Student Achievement</b>
1	Open House	1	Over 500	Parents and students had the opportunity to get to know the teachers and learn ways to

				support students at home. Parents were able to see work students completed in school.
2	Parent Breakfast Info Events	5	35 each time	Parents invited to breakfast to have breakfast with their child and learn about different programs and strategies for working with their child at home.
3.	Parent Outreach Support	Ongoing	600+	Parents contacted by staff when called and participated online and Microsoft teams supporting student digital learning and needs. Student services made home visits for technology, learning and personal needs
4.	Teacher/ Parent Conferences & Student Led Conferences	1	500+	Student progress towards proficiency shared.
5	Annual Title I Parent Meeting	1	400	Parents understand what it is to be a Title I school, where to find important information and how to get involved
6	Information Night (ex. PLP, testing info, MAP, Technology and grade level expectations)	2	50	Parents were invited to come in and learn about Clever and how to support use at home.

### Review Rubric:

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

## Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Ongoing PLC's with Instructional Coaches	36	60	Teachers worked together to analyze data to plan for differentiated instruction, target students, lesson plan and problem solve behavior issues in the classroom.
2	Staff Meetings	2	75 each time	Led by the principal with support from coaches, staff collaborated on the Marzano pilot, learned

				more about our student demographics, and established a school wide behavior plan.
3	Cross Content PLCs/ Student Service Meetings	36	75 each time	Work within cross content teams to identify student’s strengths and areas of support and reach out to parents to work with them to support their children throughout the year.
4	Thinking Maps	4	75 each time	Teachers learned thinking map routine which were implemented school wide across disciplines to support students’ academic growth.
5.	Sharing of Family Engagement Strategies	1	75	Community Liaison will share info from annual Hooked on Family Engagement Conference.

**Review Rubric:**

Strong responses include the content and type of activity, number of activities, number of participants, and the correlation to student achievement.

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parent and family engagement activities. Include the steps the school will take during the upcoming school year to overcome the 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) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1.	Pandemic impact on ability meet in groups or have volunteers on campus (for all groups.)	Recruit volunteers to assist with digital implementation and virtual mentoring, HW help and tutoring. Provide family training and support on digital learning. Plan on training and meetings being held virtually.
2.	Decrease in number of parent volunteers, (ESOL, economically disadvantage)	Community Liaison intentional reaching out to parent “influencers” to have face to face invites and utilize new District policy for ease in signing up volunteers.
3.	Difficulty in collaborating with parents who have students with attendance problems. (economically disadvantage)	Personalizing communication with administration and teachers and starting House system to encourage attendance.

**Review Rubric:**

Strong responses include:

- Identification of barrier which hindered participation by parents in parent and family engagement activities (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); and

- Description of how the LEA will use the information gathered from the evaluation to design strategies for more effective parent and family engagement plan described in Section 1118.

## Best Practices (Optional)

Describe the parent and family engagement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

**count Content/Purpose Description of the Activity**

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- **Review Rubric:**  
Activities described in this section should be correlated to student achievement and include sufficient detail that another LEA or school could use the information to develop a similar program.