

Eighth Street Elementary

Parent and Family Engagement Plan

What is Parent and Family Engagement?

Parent and Family Engagement means the participation of parents and family members in ongoing consultation and meaningful communication involving student academic learning and other school activities, including ensuring that:

- (A) Parents and families play an integral role in assisting their child's learning.
- (B) Parents and families are encouraged to be actively involved in their child's education.
- (C) Parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described under ESSA Section 1116.

About the Parent and Family Engagement Plan

This plan will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals.

We value our families and believe that ALL children can learn!



Principal Name: Dawn Prestipino

School Website: <https://www.marionschools.net/ese>

School Year: 2020-2021



BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 19-20 school year (not applicable to new Title I, Part A schools).
Parents generally feel as though the information provided in school-based family engagement activities help them to better understand the curriculum and better understand how to best help their children.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
<ol style="list-style-type: none"> Barrier 1 – According to the parent survey, parents prefer evening events. However, not many parents responded to the survey, so Scheduling meetings at different times of the day will reach various groups of families, Barrier 2 – According to the parent survey, many parents work and have busy schedules, and therefore prefer to receive information electronically, rather than face-to-face. They like the traditional “fun” events.
(1) Prioritize the Top 3 barriers (it may be possible to combine some) and (2) describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required*include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants).
<ol style="list-style-type: none"> Barrier 1– <ul style="list-style-type: none"> Offer the same training/meeting at various days/times so that parents have more than one opportunity to attend the training/meeting. Barrier 2 – <ul style="list-style-type: none"> Provide a face-to-face meeting along with an electronic version of the notes for parents. Tie academic activities to the “traditional” family events
What is your Parent and Family Engagement Plan goal for the 2020-2021 school year (<i>must be tied to student academic achievement and aligned with your school improvement plan</i>)?
If we engage parents through a variety of school events including information about academics and strategies to help their child with reading or math at home, then student growth on the reading and math iReady diagnostic assessment will increase.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for <u>all</u> parents and families (keeping in mind the diverse makeup of 21 st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, and guardians with multiple students in a home, etc. How will barriers be removed to ensure parents/guardians/family units are a part of their child's education?
All parents/guardians are invited to and are encouraged to attend parent and family engagement activities. Special considerations will be made to address specific needs. For example, our ESOL paraprofessional will contact parents/families of non-English speaking students to invite them to events. In addition, correspondence from school to home will be sent in the parent's native language. If any parent cannot attend a training and would like to receive information electronically or via our school social worker, the school will accommodate this request. Zoom Meetings with parents will be added if we continue the "Distance Learning Model".
Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?
Communications will be sent home in the school's monthly newsletter, weekly classroom newsletters, Skylert call outs, the school marquee, and flyers/handouts. All forms of communication may be sent to families whose native language is not English. Individual calls can be made by the teacher, ESOL paraprofessional, or school administration to parents who either do not speak English or who have difficulty reading.
(1)Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2)Include the tools and resources that will be used for communication.
Events will be listed in the monthly newsletter that goes home the first of every month. Invitations will be sent home two weeks in advance of the event. A Skylert (call) will go out the evening before an event. Teachers include events in their monthly (some weekly) newsletters, Dojo and Remind. Information on web site calendar as soon as planned.
How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain?
The curriculum and forms of assessment will be shared at SAC meetings (may need to be through Zoom,, the annual Title 1 meeting and the Parent Power Hour and in the monthly newsletter.. Teachers inform parents of curriculum and assessment information through newsletters (weekly and or monthly), web site, Dojo and Remind.
(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision-making?
(1) School Advisory Council Meetings (school calendar, Skylert, School newsletter, email) (2) PTO meetings (school calendar, Skylert, School newsletter, email) (3) Problem-Solving meetings for students (contact is made to individual parent by phone) (4) Parent surveys after an engagement activity (given to all parents in attendance)

- (5) Parent conferences (contact is made to individual parent)
- (6) IEP meetings for individual students (paper invite is sent home)
- (7) Utilize Zoom for parents meetings, IEP Meetings, etc.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

Comments from families and community members regarding the Parent and Family Engagement Plan and the School Improvement Plan (aka: Title I school-wide plan) are gained through the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey and via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title I office for review throughout the year. Surveys are paper based and computer based.

How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (technology cannot be the only option).

Once board approved, the plan will be available on our portal, website, and paper based copies in the front office for parents. A notice of the availability will be included in the monthly newsletter.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Title I Meeting. This meeting should be held at a convenient time for parents and be advertised as a stand-alone meeting. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESSA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved.

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting (must be conducted by the last week of October) to inform parents and families of participating students about the schools Title I program and parent and family engagement activities.
<ol style="list-style-type: none"> 1. <u>Step 1</u> - Notice will be sent to parents in August via Skylert phone message and will also be placed in the school's front office. 2. <u>Step 2</u> - A presentation will be created to share with parents prior to the meeting on September 2020.. 3. <u>Step 3</u> – Parents will choose one of two sessions. 4. <u>Sessions might be done through Zoom or emailed to parents.</u>
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
What is Title I How the school uses Title I funds – Goals of Title I Title I funds are used for ALL students Data collection Parent Rights Parent and family engagement (including district policy) Home/School Compact
Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.
<ol style="list-style-type: none"> (1) School grade calculation and learning gains data will be shared along with proficiency and learning gains for subgroups of students. (2) Parents have the right to be informed about School Choice options. (3) Parents have the right to ask for meetings and trainings, as well as review the results of the annual parent/family engagement effectiveness survey. They have the right to review the school's achievement data, to review and modify the Parent Family Engagement plan and Home/School Compact.
How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?
Information is shared in a variety of ways other than through technology such as: Classroom or school newsletters Skylert phone messages Notes/phone calls home Signage on campus

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision-making of how Title I, Part A School wide funds are used.
<p>Eighth Street Elementary teachers and administration will ensure that workshops and meetings are offered at flexible times for parents and families.</p> <p>The school's open house and the Annual Title I Meeting are held in the evenings. This allows many of our working parents to participate. Training and workshops activities are presented in the evening. This allows busy parents to attend without missing work.</p> <p>SAC meetings are scheduled the evenings or afternoons (changes each month) of PTO.</p> <p>Student award ceremonies are presented during the school day on a quarterly basis. (a.m. hours)</p> <p>The media center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.</p> <p>Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as teachers. Teachers also contact parents/family members on a regular basis through emails, newsletters, phone calls, class Dojo, Remind, etc.</p> <p><i>Eighth Street</i> will host an "FSA Power Hour" to inform parents of grade level Florida Standards and the Assessments and its impact on their child's learning. This information will also be provided in a flier for families unable to attend the traditional school-based meetings.</p>
How will the school provide, with Title I funds, transportation, childcare, or other services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events?
<p>Additional Services to remove barriers to encourage event attendance – Provide ESOL paraprofessional or other bilingual staff to assist with non-English speaking families.</p>
How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?
<p>Annual Title I parent survey and event surveys. SAC and PTO vote on best dates, times for meetings.</p>
What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

Results of Title I annual survey
Results of individual event surveys

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ AM & PM Sessions (Same content to appeal to more parents)
- ☐ Other _____

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of parents to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I School wide plan by engaging parents and families. [ESSA Section 1116]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?
<p>Eighth Street offers a variety of parent nights throughout the year at various times to elicit parent engagement. Parents are invited to Reading, Math, Writing and Fine Arts nights. Reading events will include parents reading with their children and will also include activities that parents can do with their children at home. Math night will include a trip to Publix where parents and students work together to solve real-life math problems. They are taught strategies that they can use at home. Writing training for parents will consist of sample writings and the rubric. During Fine Arts night, parents and students will work together in all content areas including the fine arts and the students will display art work and perform.</p> <p>Should "Distance Learning" need to continue, parent/family assistance will be through Zoom, emails, Dojo, phone calls</p>
How will the school implement activities that will build relationship with the community to improve student achievement?
<p>School board members, business partners, and volunteers are invited to all events taking place at Eighth Street. Examples are Holiday concerts, SAC meetings, Fall Festival, Career Day, Bike Rodeo, Spaghetti Supper and Fine Arts event, Publix Math Night, Pastries with Parents Reading event, FSA Power Hour, etc. Some of these events may not be possible or will be provided in a different format based on CDC guidelines.</p>
<p>If your school has a Site-Based Title I Parent Resource Room: (1)How will the school implement the Site-Based Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Site-Based Parent Resource Room with parents.</p>
N/A
<p>If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?</p>

We will utilize the District Title Parent Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits using Skylert, monthly school newsletter, teacher newsletters, and website. Families are able to check out academic resources to assist with student learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students learning gains and to reduce summer slide.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. **Additionally, events should contribute to the achievement of goals outlined in the Title I School wide Plan.**

Name of Activity (if applicable, expected Title I Budget)	Person(s) Responsible	Measurable Anticipated Impact on Student Achievement (aligned with School Improvement Plan)	Month/Year Activity will take Place	Evidence of Effectiveness
Title I Annual Meeting	Debbie Marino	Increase parent involvement which will directly impact students reading and math achievement	September 2020	Parent surveys and iReady diagnostic
Dad's Bring your Child to School Event	Debbie Marino	Increase basic math skills	October 2020	Parent surveys
FSA Power Hour	Karen Howell Dawn Prestipino	If parents understand the standards and FSA, students will Increase reading, math, writing skills	November 2020	Parent surveys FSA data
Pastries for Parents	Debbie Marrino Sherrye Hughes	Increase reading fluency and comprehension	December 2020	Parent surveys and iReady diagnostic
Publix Math Night	Karen Howell	Increased Math foundational skills	January 2021	Parent suveys and iReady diagnostic
Fine Arts Night & Spaghetti Supper	Fine Arts teachers	Increase reading and math skills	Dec, 2020 and April, 2021	Parent surveys and iReady diagnostic

Only list engagement events here. Schools may add or remove rows as needed.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents/families, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build relationships between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESSA Section 1116]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...

...the assistance of parents and families and in the value of their contributions.

Staff development focusing on available parent engagement resources at the district level. This occurs over the summer as well as throughout the school year. Trainings are provided by the Title I department to school-based administrators and to family liaisons. Then the information is shared with teachers through Wisdom Wednesday trainings. PD registration is through TNL with sign in sheets and surveys for documentation.

...how to reach out to, communicate with, and work with parents and families as equal partners.

Fall training for teachers focusing on student lead conferencing. August and September training for teachers in the use of Dojo, Remind, web site to communicate regularly with parents and families. Additional training on Distance Learning Platforms should we need to continue with Distance Learning. PD registration is through TNL with sign in sheets and surveys for documentation.

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

The Student-Led Conference:

Teachers will learn how to effectively hold a student-led conference with student and parents and how the student is accountable for their learning. PD registration is through TNL with sign in sheets and surveys for documentation.

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

(1) Trainings take place on Wednesdays (Wisdom Wednesday) after student dismissal. Trainings will include student led conferencing and students taking ownership of their learning along with the use of Dojo and how to create a web site.
(2) Documentation collected will include staff surveys, sign in sheets, agenda or meeting notes.

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116]
<input checked="" type="checkbox"/>	Title I, Part A - Improving the Academic Achievement of the Disadvantaged	Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities.
<input checked="" type="checkbox"/>	Title I, Part C - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21).	School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement.
<input type="checkbox"/>	Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement.
<input checked="" type="checkbox"/>	Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers.	Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school.
<input checked="" type="checkbox"/>	Title III, Part A – Helping English Language Learners achieve English proficiency (ESOL)	Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success.
<input type="checkbox"/>	Title IV, Part A – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy	Coordination with stakeholders to promote collaboration between the parents, families and schools and to promote the involvement of parents.
<input type="checkbox"/>	Title IV, Part B – Provide opportunities during non-school hours for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards	Providing students with a high-quality out-of-school time enrichment program during the school year and summer and offering multiple family engagement opportunities geared to increase student academic achievement.

<input checked="" type="checkbox"/>	Title IX – Homeless Education Program (HEP). The Federal McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless.	School administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need to allow for increased student academic achievement.
<input type="checkbox"/>	VPK – Voluntary Pre-Kindergarten Program	Recognizing that parents are an important component of a child's education, VPK provides family support material to families and offers family engagement activities such as take home resources, family workshops, and/or access to online resources.

Schools may add or remove rows as needed.