

North Marion High School

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: Danielle Livengood

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

School Year: 2020-2021



A collaborative force that aligns all stakeholders in developing life-long individual learners by providing supplemental support for diverse growth opportunities.

BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 20-21 school year (not applicable to new Title I, Part A schools).
Parents appreciated information on college and careers and planning after high school. Would have liked this information earlier on in student's high school career before senior year though. Parents expressed an interest in being contacted through emails and text messages to include the date/time/location and description of events. Not just through a Skylert phone call. Parents would also like more information on Career options and financial aid/scholarships.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
<ol style="list-style-type: none"> 1. Inefficient communication methods 2. Having one location for events, considering our large geographical school zone 3. Lack of staff knowledge on how to implement Parent and Family engagement 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"> 1. Barrier 1 – Communication <ol style="list-style-type: none"> a. All written communication (flyers, letters, websites, etc.) will be printed in English and Spanish b. Our Content Area Specialist will personally call to invite the bottom quartile students for events c. Event information will be provided via Skylert email and SMS, posted on Social Media, and posted on the School Website as soon as the event day, time and location are established. d. Event information will be announced during TV announcements a week in advance 2. Barrier 2 – Location <ol style="list-style-type: none"> a. Multiple locations will be used for the same event including North Marion High and two local schools Fort McCoy School and Reddick Elementary so that families who live further out from the school can have access to the event at a location closer to them. 3. Barrier 3 – Staff Knowledge <ol style="list-style-type: none"> a. The Title 1 Liaison will attend professional development training to gain more knowledge in how to create and implement family engagement strategies and 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>)?
Two-way communication will occur between the school and parents on a regular basis for academic and behavioral concerns so that families have a chance to support their child(ren). The school will provide opportunities for parents to support the school wide initiative of increase rigor and relevance in the classroom. As a result, students will demonstrate learning gains in language arts and math by achieving a 50% proficiency rate, which is a 4% improvement. All students will read,

write, and talk in every learning environment, and experience meaningful work, authentic resources, and learning connections across the curriculum.

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?
<p>Family meetings will be scheduled on different days, times and locations and when necessary, duplicated at different times, days and locations to allow for maximum stakeholder participation. Information regarding these meetings are available to those families unable to participate via the school website and in physical form upon request. If needed, additional strategies will be implemented as needed on a case-by-case basis.</p> <p>A Spanish translator will be available for Spanish speaking stakeholders through one of our bi-lingual staff members.</p> <p>The locations of meetings are ADA accessible. If additional support is needed to accommodate a disability, appropriate arrangements will be made by the school upon request.</p>
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?
<p>Prepared messages related to progress reports, upcoming school-family events will be created using clear, easy to understand language (removing academic or industry terms/acronyms whenever possible) and sent via Skylert phone message and text message to registered phone numbers and email addresses of our families. Additional communications will be relayed through medias such as: Twitter, school-based website, teachers' websites, school newsletters, fliers, and school marquee.</p> <p>For those students whose home language is not English, documents will be translated by our ESOL paraprofessionals in the home language of the family.</p>
(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.
<p>(1) Invitations will go out through students or the postal service two weeks prior to an event with an option for reserved seats and sign ups. Skylert phone, email, and text messages will be sent out the Monday and the night prior to any event to remind parents. Personal phone calls will be made by our Title 1 Liaison during the two weeks leading up to the event.</p> <p>(2) The communication plan will include compacts, social media campaign, website, newsletters, fliers, teacher websites, school marquee and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.</p>
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?

- (1) We will describe and explain the curriculum, forms of assessments and achievements levels during our Annual Title 1 meeting and via our school website and newsletters.
- (2) We will describe and explain the forms of assessment used through teacher websites, parent-teacher conferences, the Annual Title 1 meeting, and various school meetings including SAC.
- (3) We share information regarding the expected achievement levels students are to obtain at the Annual Title 1 meeting, through parent-teacher conferences, and our Financial Aid night. If stakeholders have further questions or are unable to attend face-to-face meetings information can be made available upon request.

(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) Stakeholders have the opportunity to share feedback after each family and community engagement event, 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.
- (2) Communication of upcoming opportunities will include social media, school website, newsletters, teacher websites, school marquee, fliers and Skylert messaging.

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?

Bi-Monthly SAC meetings, and the annual surveys from the school based Parent and Family Engagement Plan and School Improvement Plan and the Annual District Family and Community Survey as well as survey feedback from individual events allow stakeholders to submit comments regarding their concerns about the implementation of the Title 1 school-wide plan. The information gathered via the aforementioned surveys and meetings are shared with the district Title 1 office for review throughout the year.

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 approved by the Board, this plan will be published on the school website and the public access area of CIMS at <https://www.floridacims.org/districts/marion/schools/0331>. The link to access the plan through CIMS will be posted to all social media outlets. A paper-based version of this plan will also be available upon request through the front office of the school throughout the year.

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.
The beginning of the year Annual Title 1 Meeting will take place during the first quarter and preferably in connection with other school relate events. An invitation written in both English and Spanish will be sent home with students. In addition to the written invitations, a Skylert (telephone-automated system) will send a phone, text, and email message reminding parents of the event a week and then the night prior to the event. Information advertising the event will be placed on the school marquee (English only), website and social media pages (both English and Spanish).
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
The parents will be given an agenda explaining the use of the funds as both school wide and targeted assistance. Parents will see that because of Title 1 dollars, a Content Area Specialist was hired to provide professional development for teachers, and they will see the school-wide AVID focus: All North Marion High School students will routinely engage in rigorous and relevant learning through WICOR strategies in all content areas during this current school year. Parents will also see that additional funds will go to fund technology for the classrooms and professional development for the teachers.
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.
(1) The agenda and PowerPoint will provide a description of the school's progress and grade over the last year towards the previous year's goals. (2) The agenda and PowerPoint will provide parents with school choice information. (3) The agenda and PowerPoint will provide parents with the explanation of Parent Rights.
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?
Our communication plan includes newsletters and fliers which are handed out through students and car lines as well as the use of paper-based reports and the school marquee. In addition, the Skylert phone messaging system is used to send out automated phone calls, emails, and text messages to share important information.
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.
Stakeholder feedback is gathered during bi-monthly SAC meetings, and through various surveys including Parent and Family engagement events and the annual Parent and Family Engagement plan and School Improvement plan.
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?

To help parents engage in their child's learning and follow CDC Guidelines due to COVID-19, parents will be able to participate in the activities virtually via Microsoft Teams or Zoom. Activities will also be recorded and posted to the NMHS YouTube channel for later viewing.

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities?

Parents were requested to provide input via the Parent Engagement Survey, during SAC meetings and through surveys conduct via the Annual Title 1 Night and the Parent and Family Engagement Nights.

What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed?

The question on the 2019-2020 Title 1 Parent survey is worded as such "parent/family meetings and workshops are held at various times during the school year. To better serve your needs, which time is best for you?" 36% stated that weekday mornings are best, 34% stated that weekday afternoons are best, 43% responded with weekends are best (25% mornings, 19% afternoons). 53 parents answered this question.

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?
We have two family nights planned where we will invite families into both our campus and into the Ft. McCoy campus for families that live closer to that area. We will provide age appropriate engagement strategies that parents could use at home to help at both locations.
How will the school implement activities that will build relationship with the community to improve student achievement?
<p>NMHS is building community relationships to help increase student achievement by teaming with businesses and organizations that serve our students. For example, NMHS now holds our awards ceremonies at North Marion Middle School. NMHS does not have an auditorium to hold large-scale ceremonies. The partnership with the middle school allows for a comfortable environment to celebrate the successes of our students.</p> <p>NMHS has teamed with Cullison-Wright Construction in a Business Partnership again for the 2020-2021 school year. This partnership is providing funds to help recognize teachers and students for good behavior and academic progress. This partnership promotes student achievement and boosts moral by both students and staff, which helps create a positive culture at the school level.</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.
N/A
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?

Our Content Area Specialist will join the leadership team to develop appropriate professional development for our family nights. This initiative will help the family's capacity to help support their child cognitively.

Resources provided during any of the parent/family engagement activities will be made available for any families not able to attend. Families may find the resources in our parent resource center located in our media center or may request the materials be sent home with their children. Additionally, parents or students unable to attend any activities due to COVID-19 restrictions will be able to participate in the activity virtually via Microsoft Teams or Zoom. Activities will also be recorded and posted to the NMHS YouTube channel for later viewing.

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	Principal	Increased knowledge of parent resources and contacts in the school	August 2020	Parent surveys
Fall Parent Engagement Night	Assistant Principal of Instruction and Guidance Counselors	Increased knowledge of their students grad requisites and discuss post-secondary opportunities including creating a FAFSA profile	November 2020	Student and Parent Surveys
Spring Parent Engagement Night	Assistant Principal of Instruction and Guidance Counselors	Increased knowledge of their students grad requisites and discuss post-secondary opportunities	April 2021	Student and Parent Surveys

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.
<ul style="list-style-type: none"> • Effective relationship building strategies for teacher-student and teacher-parent relationships • Effective parent/teacher conferences • Effective forms/strategies for two-way communication
...how to reach out to, communicate with, and work with parents and families as equal partners.
<ul style="list-style-type: none"> • Effective use of properly and efficiently updated teacher websites, Skyward, Remind App, Google Classroom and/or Schoology to share information with families about student academic achievement. Teachers will be provided with ongoing professional development for these technology apps and resources to enable effective communication with parents.
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
<ul style="list-style-type: none"> • How to properly, effectively and efficiently communicate with ALL stakeholders
(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) Throughout the year during times such as: early release days, planning time, and/or during coaching (2) Formal PD: sign in sheets, agenda, handouts, surveys. Informal PD: coaching/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 checked="" 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 school to educate families in the
<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.