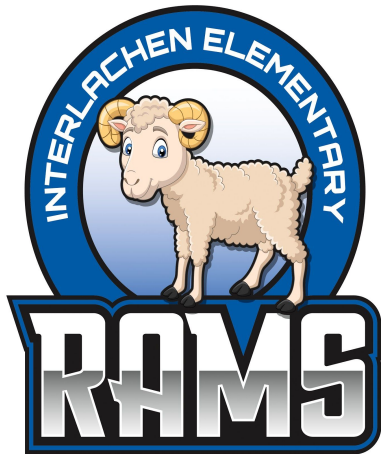


Interlachen Elementary



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2020-2021 **Parent and Family** **Engagement Plan**

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.

At Interlachen Elementary School, we invite all parents to attend our monthly PTO/SAC meetings. Parent Involvement meetings are held to discuss and plan family nights, grade level and other school-related events. At each meeting, the dates, times and materials are planned and prepared for initiating the event. Meetings are documented with agendas, minutes, additional notes, and sign-in sheets/Google meets screenshots/Zoom screen shots/Facebook screenshots which record parent input and concerns. Discussion is also held on how best to utilize the Title 1 Parent Involvement money. Also, any changes to the Parent Involvement Plan, School Improvement Plan and Compact are discussed and voted on.

A school compact is created/revised/reviewed each year by parents and distributed at the beginning of the school year for signatures. Teachers use the compact during parent conferences as needed. This year, due to Covid-19 and CDC guidelines, the parents met virtually to discuss, make revisions and vote on the school compact.

Parent meetings are held monthly to plan for upcoming events and to disperse fund requests for technology, student rewards, software, field trips, and other materials. Fundraisers are also brought to the group during the meetings. Discussion of how best to use the Title 1 Parent Involvement money is considered as well.

Additionally, PIDAC meetings are held on a monthly basis at the Federal Programs Office. Parent names, addresses and phone numbers are given to the PIDAC chair for district level parent involvement. Agenda, minutes and sign-in sheet document parent participation and correlation to student achievement. Funding of Title 1 dollars to schools is discussed and input is encouraged regarding parent involvement dollars.

The school hosts parent conferences onsite/virtually so that parents and teachers can effectively communicate relevant and timely information about a student's academic performance, behavioral needs, and/or how parents can support their child at home with school-based issues. Parents are invited to attend, either onsite or virtual, Teacher Meet and Greets, Open Houses, Annual Title 1 Meetings, and or Parent Nights within the first few months of school. This year the school will host a Facebook Live Annual Title 1 meeting and School Safety Night in September. This year, some or all of these meetings may need to be held virtually in order to adhere

<p>As a schoolwide Title I school, we assure the following measures to promote and support parents/families as equal partners in supporting student achievement:</p> <ul style="list-style-type: none"> · 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 		<p>to CDC guidelines and district mandates for gathering.</p> <p>Teachers will contact any parent/guardian of a student who has a PMP (Academic Progress Monitoring Plan), Behavior Plan or Interventions, and or is in the MTSS (Multi-tiered System of Support for Academics or Behavior) to arrange a conference for discussing expectations and/or requirements for moving forward for the new school year. Parent input is highly encouraged.</p> <p>Teachers generate either a weekly or monthly newsletter to be sent home communicating classroom and School-wide expectations and/or events.</p> <p>IES also generates a monthly school-wide newsletter. This newsletter includes upcoming events and other important information about the school such as health screenings, pictures, Parent Nights, and Assessments.</p> <p>The school and teachers use phone calls, text messaging, Class DOJO, Remind, virtual meetings, and email to send specific reminders about events taking place at the school and/or meetings. Parents have the ability to opt in/out of these communications with the school. Messages are also sent using School Messenger through phone calls, texts, and emails. The school sign, school/district webpages, and school/district Facebook pages are also used to display announcements regarding events, assessments, holidays, etc.</p>
<ul style="list-style-type: none"> · Provide a description within the PFEP of how the school will carry out the requirements of Section 1118 of ESSA. 	<p><i>How do you use the review of the previous year's plan to retain, revise, or replace strategies to design more effective engagement?</i></p>	<p>The review of the previous year's plan is held at the year end PTO/SAC and Parent Involvement Meetings. However, due to COVID-19, the meeting was held at the beginning of the school year meeting. At that meeting the previous year's plans are discussed, revised, or replaced based on parent recommendations. It is then sent out for parents to vote on the changes and/or make additional revisions as deemed necessary. School data is analyzed to ensure the effectiveness of the plan. This includes sign-in sheets and/or screen shots of parent attendees, additional notes, and parent recommendations. We solicit feedback from parents/guardians during each Title 1 Parent Night.</p>
	<p><i>How will you involve parents/families in the decision making of how Title I Parent and Family Engagement funds are</i></p>	<p>IES involves the parents and families in the decision making of how Title 1 Parent and Family Engagement funds are spent through monthly PTO/SAC and Parent Involvement meetings as well as the Title 1 Parent Nights each year in September and February.</p>

	<i>spent?</i>	
	<i>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?</i> Evidence should include an agenda clearly stating the purpose of review/revise the PFEP and a sign in sheet.	All evidence is obtained through meeting agendas, sign-in sheets and/or screen shots of attendees, school Facebook page comment screenshots and voting.
	<i>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?</i>	IES will share comments/concerns received from parents/families with stakeholders concerning the School-wide Plan and PFEP through advertising on the school webpage and Facebook page, during PTO/SAC/PIDAC meetings and during Title 1 meetings held at least twice each year. The plan will be made available to the community from the District webpage, school webpage, school Facebook page and a hard copy will be available in the front office should a parent inquire.

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.

Family Nights are held in the evening, and now virtually as needed, so the majority of the parents and guardians can attend. Some specific grade level events, such as musicals, are held during the day as well as in the evenings to accommodate parents when large gatherings are again allowed. All parent conferences, and

	meetings such as MTSS, IEPs, 504s and others are held at the parents' convenience and now are held virtually, as needed. Virtual visits and phone conferences are held when parents are unable to physically be present at the school setting. Transportation and/or child care may be provided to the school, if requested. At some events food may be provided.
<i>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.</i>	These are available upon request prior to the event as deemed appropriate by Administration.
Annual Parent Meeting – the annual Title I meeting must be a stand-alone meeting with an agenda and sign in sheet clearly indicating that the meeting was only for the purpose of informing stakeholders that the school is a Title I school, explaining the requirements of being a Title I school, and the rights of parents to be involved. Federal Programs has been advised by the state that it is inappropriate to count this meeting as documentation of the opportunity for parents to review and revise the PFEP, the Schoolwide Plan and the School-Home Compact.	
<i>Date and time you will hold your Annual Title I Meeting</i>	September 22, 2020 PreK-5th Facebook Live February 2021 prior to Data Night TTBD
<u>Notification and Invitation:</u> <ul style="list-style-type: none"> 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? 	<p>The meetings are in the school newsletter, on the school webpage, announced on the school Facebook page, school sign, call-out through School Messenger and teacher announcements on Remind/Class DOJO, and a flyer is backpacked home.</p> <p>The information is available in other languages upon request.</p>
<u>Information:</u> <i>Please describe how your meeting will cover the required information about:</i> <ul style="list-style-type: none"> 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; 	Each year the Principal of the school creates a PPT slide show with this information for parents/guardians. It is presented at our Title 1 Annual meetings and discussion is facilitated as necessary. Pictures of pertinent documents are scanned into the PPT so that parents have a visual point of reference.

<ul style="list-style-type: none"> ● <i>School Compact and;</i> ● <i>opportunities provided for engagement.</i> 	
<p><u>Barriers:</u></p> <ul style="list-style-type: none"> ● <i>What barriers will you address to encourage parents/families to attend? Ex: Childcare, Transportation, Meals, Translations</i> 	<p>Transportation - Transportation is provided when requested or needed. We also alert parents of alternate transportation providers such as Ride Solution offered in our county.</p> <p>Economic Hardships - The school provides school supplies, clothing, shoes, food backpack program, school lunch pick-up, summer lunch program, books in collaboration with the Title 1 funding, local churches and other community organizations.</p> <p>Education - Parents will be provided information regarding standards, curriculum, assessments - classroom/district/state, health, mental wellness, technology as needed. Literature is available to parents that offers ways to help students succeed in school such as Home Connection. A parent handbook is provided at the beginning of the year as well as access to the student code of conduct.</p> <p>Scheduling Conflicts - IES works hard to offer flexible meetings, activities and other events for parents/guardians.</p>
<p><u>Evaluations:</u></p> <ul style="list-style-type: none"> ● <i>How will you get feedback from parents about the meeting?</i> 	<p>Feedback is asked for and encouraged during every parent activity. Parents and guardians submit feedback through the school's Facebook page, emails, parent calls, parent/teacher conferences, monthly PTP/SAC/PIDAC meetings and Title 1 and 5 Essential Survey.</p>
<p><u>Parents who do not attend?</u></p> <ul style="list-style-type: none"> ● <i>How will you get the information home to parents who did not attend the meeting?</i> 	<p>Some information is backpacked home. Other information is shared via Remind, email, the school webpage, the school Facebook page, the school sign and at monthly meetings.</p>
<p>Building Capacity of Parents to Support Their Child</p> <p>Explain how parents/families are invited to participate in activities such as parent trainings that are linked to <u>student achievement</u>.</p>	

- *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
Virtual Title 1 Annual Meeting Parent Safety Meeting Night	Increase parent understanding of Title 1 and the resources and materials available to assist in all aspects of student growth. Also to educate and inform parents of School Safety Practices, including precautions for Covid-19. Also, build positive school culture.	All Teachers Flyers, PPT, Announcement in School Newsletter/Facebo ok, Website/School Sign	September 22, 2020 6:00 Title 1 Meeting 6:15 Safety Talk	N/A	N/A	N/A	N/A
Virtual Open House	To educate and inform parents of Florida Standards, upcoming Best Standards, changes in grade monitoring in grade three, modes of progress monitoring and types of assessments. Also share student data and set up conferences at the parents' convenience to discuss student needs. Increase learning potential through information and relationship building.	All Teachers Flyers, PPT, Announcement in School Newsletter/Facebo ok, Website/School Sign Video Clips	September 2020	N/A	N/A	N/A	N/A
Cambridge Parent Night	Increase parent understanding of Cambridge Program, increase learning potential through information, relationship building and presentations.	Cambridge Teachers Flyers, School/Class Newsletter	TBD (May need to be Virtual)	As requested	N/A	As requested	As requested
PTO Meetings	Encourage family and school ties, engaged parents, exposure to school	PTO Officers Announcement in	Monthly	As requested	N/A	As requested	As requested

with the community, business partners, and churches, to improve student achievements

- 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)

This is a requirement under ESSA

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
Best Practices in Inclusion	This training focuses on providing inclusion services and accommodations for our ESE population and ESSA subgroup. It will also help all students. Part of the training includes planning and bedding goals throughout the day, presuming competence and having high expectations for all students.	Google Meets Kristin Radloff, ECSE FIN Facilitator Florida Inclusion Network at NEFEC	Instructional and Noninstructional	August 17, 2020

Faculty and Staff Positive Behavior Support Training	Faculty and Staff awareness of the power of positive reinforcement of behavior strategies. Previous year school data is shared and discussed. Faculty and Staff are instructed on how and when to communicate with parents and how to involve them as partners in learning. This training helps with maintaining a positive school climate.	Workshop materials, PPT, Data School Admin Team	Instructional and Noninstructional	August 18, 2020
Caring Schools Community Collaborative Classroom	Faculty and Staff to have training for the district's evidence-based year long SEL program curriculum. This training will assist faculty and staff in supporting all students with relevant SEL support, especially now during the Covid crisis.	CSC Teacher's Manual, Caring School Discipline Book, Topic Weeks/Community Chats and CSC Exploration Guide Google Meets Michael Stevens, Tricia Bennett Follow-Up Susan Farrar	Instructional and Noninstructional	August 4, 2020 Follow-Up August 17, 2020
School-wide PLCs	Administration, Faculty and Staff to communicate clear expectations and goals using school-wide academic and behavior data as well as grade level data trends. Faculty and Staff to work together with collective responsibility to increase student achievement/growth rates and to increase proficiency in both Positive Behavior (less referrals and suspensions) and state-wide and district assessments.	Workshop School Admin	All Staff	Monthly October 2020-June 2021
Grade Level PLCs	Teachers will communicate clear expectations and goals using the Florida standards with their grade level teams. They will discuss data, reflect on	Workshop Google Form Lead Teachers from each grade level Teachers	Instructional Staff	Weekly beginning September 2020

	strategies and share ideas used to increase student growth and proficiency.	Non Instructional, when applicable School Leadership		
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Communication	
<i>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?</i>	Each year, prior to report cards, a letter is sent to parents informing them of their right to know their child has been taught by a teacher that is out of field. It also explains how to look up the information on the Florida Dept. of Education website.
<i>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. Include how the Teacher Certification Letter is sent to parents at the beginning of the year.</i>	This information is shared during our Title 1 Parent meeting via PPT, the Title 1 Bifold is backpacked home in August of each school year, and each parent is notified via letter backpacked home if the teacher is not highly qualified each year as needed in regards to teacher qualifications.
<i>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.</i>	Title 1 Parent Meetings and Open House either virtual/Face-to-Face, Data Chats, Parent Teacher Conferences, district webpage
<i>Describe how the school will provide each family on individualized report about their child's performance on state assessments.</i>	Parents may view this report via Skyward Parent Portal. They may also pick up a copy from the front office at their convenience or request a copy be mailed to them.
<i>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 occurred? (This is a requirement for elementary schools only, but</i>	. At the beginning of the school year, parents are given a copy of the school compact. The teacher reviews the compact with the student and parent during Open House prior to setting up any parent conferences. The compact is used during conferences throughout the year as a reminder of responsibilities of the teacher, student and parent. It is documented on the Open House Agenda.

it is a legislated requirement).

Coordination and Integration – *If any of the programs below do not apply to your school please indicate N/A as your response.*

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	Once students are identified, Project Praise under the McKinney Vento Act, provides tutoring and help with basic needs and transportation.
• Migrant	Transportation and services for Migrant children with specific needs.
• HeadStart	The school has two full-time PreK classes on campus. We promote voluntary Kindergarten Round-Up. IES promotes voluntary Kindergarten Round-Up with local daycares as well. Teachers hold a parent information night, close to the end of the school year, for upcoming Kindergarten parents. The Round-Up is advertised through flyers, social media, School Messenger, the school sign and the school website.
• Title II	NA
• Title III - ELL	Translation/tutors are available for ELL students. We also provide ESOL certified staff.
• Title IV	IES promotes a safe and drug free school. It is a zero tolerance zone. A school counselor is available for students and parents. The counselor, Dean, MTSS coordinator also assist with behavioral plans and teacher support through counseling with students, teachers and families as needed.
• Title V	NA
• ESE	The school serves a high population of ESE students. The school works hard to provide services to each student based on his/her need. The school uses the Wilson Curriculum for Reading and Mindplay. The school plans to use Moby Max this year for Math.
• Neglected and Delinquent	NA
• SAC	The school has an active SAC committee. This group meets monthly along with the PTO to discuss events and expenditures needed to help promote teacher/student success in the classroom as well as parent involvement activities.
• PIDAC/MPAC (Migrant Parent)	IES Parent Involvement contact reaches out to parents and gives the names and number to the district liaison. The liaison works with the parents to involve them in the district meetings, give them a voice in the community, and encourages them to bring the information

Advisory Council)	back to the school level to share at the PTO/SAC meetings.
<ul style="list-style-type: none"> PTO/PTA 	The school has an active PTO/PTA parent group. The group meets monthly to discuss events, teacher requests for supplies and expenditures needed to help promote teacher student success in the classroom as well as parent involvement activities to involve families.
<ul style="list-style-type: none"> Community Agencies 	CDS Family and Behavioral Health Services, INC - parents of students who qualify are assisted with transportation to doctor appointments and the pharmacy. Students and parents may also use the Children's Home Society counseling services and/or resources.
<ul style="list-style-type: none"> Business Partners 	Community State Bank, First Baptist Church and Hitchcock's in Interlachen volunteers time and resources to help during family/parent events and to help assist families. First Baptist Church in Interlachen is available to mentor students. Kona Ice donates time and resources to assist in the behavior and attendance incentives during the school year.
<ul style="list-style-type: none"> Other 	NA

Accessibility

<p>What opportunities do parents have to participate in their child's education?</p> <ul style="list-style-type: none"> Volunteer? Mentor? SAC? PTO/PTA? Other? 	Parents have the options to volunteer, attend field trips, attend PIDAC district-led meetings, attend SAC/PTO or Parent Involvement meetings either virtually or Face-to-Face. The school provides school supplies and food items weekly to some families. They are encouraged to contact the school if they have a need.
<p>What forms of communication do you provide parents in an understandable and uniform format as it relates to:</p> <ul style="list-style-type: none"> school and parent programs meetings school reports other activities 	Flyers, access to Skyward Parent Portal, Class DoJo, Remind, School Messenger, printed copies of progress reports, report cards, and state assessments as requested. Parents are informed via social media, school/district webpage, email, phone calls, the school sign, classroom and school-wide newsletters.
<p>What barriers hinder participation by parents in parental engagement activities?</p> <p>What steps will you take this school year to overcome these barriers -</p>	<p>Transportation - Transportation is provided when requested or needed. We also alert parents of alternate transportation providers such as Ride Solution offered in our county.</p> <p>Economic Hardships - The school provides school supplies, clothing, shoes, food backpack program, school lunch pick-up, summer lunch program, books in collaboration with the Title 1 funding, local churches and other community organizations.</p>

<p>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.</p> <p><u>Please address the subgroup populations that are included in your schoolwide plan as performing below the state average. How will you support the parents and families of these subgroups to help their children at home?</u></p>	<p>Education - Parents will be provided information regarding standards, curriculum, assessments - classroom/district/state, health, mental wellness, technology as needed. Literature is available to parents that offers ways to help students succeed in school such as Home Connection. A parent handbook is provided at the beginning of the year as well as access to the student code of conduct.</p> <p>Scheduling Conflicts - IES works hard to offer flexible meetings, activities and other events for parents/guardians.</p> <p>Access to technology - Students are able to check Chromebooks out, like a library book, to use for Option 2. Some of the businesses have generously allowed parents to use their internet.</p> <p>These barriers include all subgroups.</p>
<p>How does your school provide information to parents in their native language?</p> <p>What languages do you provide?</p> <p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain.</p>	<p>When notified of the need for information in a native language, either written translation/verbal translation, or both, IES has the resources to provide that to parents and students. We currently have a minimum of three staff members able to translate and communicate verbally with parents and students. Computerized translation programs aid in translating the school compact for parents. Most of the time the Spanish version is already available.</p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement for parents/families in the education of their child?</p> <ul style="list-style-type: none"> ● Parent/Family Resource Centers ● Parent Liaison ● Data Reviews ● SAC ● PTO ● PIDAC ● Other 	<p>21st Century After School Program</p>