

Stanton Weirsdale 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: Cynthia Brodie

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

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).
Summary of stakeholder engagement surveys shows 1) 93% students are comfortable asking for help from adults at school 2) 89% parents stated the school offers a variety of ways to give feedback 3) 91% parents are informed yearly of Title I status and parent's rights and that parents give input in decision making 4) best way of communication with parents are: letters, Skylert/Phone calls, newsletters/flyers in backpacks, and email 5) 87% the school provided additional ways for parents to be engaged even when they are not able to make it to campus 6) 76% parents participate in learning opportunities to assist supporting their child's educational needs 7) Parents continue to seek out a variety of information to help their child with academics 8) 90% of parents choose to have weekday mornings or afternoons for meetings and workshops
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. Transportation due to large demographic area school serves. 2. Interest level of parents/guardians in topics being covered. 3. Local and community sports programs throughout the year coincide with parent engagement events/activities. 4. Parent/guardian level of understanding the standards/curriculum being utilized with their child. 5. Distance Learning provides a lack of technology capabilities for families that live in the rural areas where there is no internet availability
(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 – Transportation – By providing parents with options (depending on topic of event/activity) of time of day to participate in parent engagement event/activity based on survey results. 2. Barrier 2 - Local and community sports programs – working with local/community groups to schedule events around non-practice days if possible and around tournaments that would inhibit students and families from attending school based events/activities. 3. Barrier 3 – Distance Learning with technology devices and capabilities by providing internet able devices and local middle school with parking lot WiFi
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 provide capacity building strategies to parents/guardians/families that address and promote positive home learning experiences in a reduced time factor, then the at home environment will foster continued learning linked to core subjects and social emotional learning (SEL) strategies as measured by local assessment and data.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st 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?

Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Social Worker may be utilized through supporting the school in getting the information to the families if requested. Additional strategies will be applied as the need arises on a case-by-case need.

Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members.

During distance learning periods, all supports are available through telephone and/or online communication avenues such as Zoom, Microsoft Team, and Google Classroom.

Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

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?

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 to registered phone numbers, and email addresses of our families. Additional communications will be relayed through medias such as: Twitter, site-based website, teachers' DOJOs, school newsletters, fliers, and school marquee.

For those students whose home language is not English, documents are translated using a free online translation service to the home language of the family or Spanish speaking staff members.

(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.

(1) Our school will share timely information about the Title I programs including 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. Initial information is shared during the Title I Annual meeting. Teachers utilize communication folders/logs to send home daily/weekly information as well as newsletters, flyers, and parent notices are provided in English and Spanish. Phone calls using the Skylert system are provided in both English and Spanish.

- (2) The communication plan will include compacts, social media campaign, website, newsletters, teacher DOJOs, school marquee and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.
- (3) During distance learning periods, all above items will be provided by online means of communication and online resources.

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 curriculum, forms of assessments and achievement levels during our Annual Title I meetings, school based website and newsletters, and conferences.
- (2) Families will be notified about the forms of assessments through teacher DOJOs, teacher communications, ongoing school meetings (ex: FSA night, SAC), Annual Title I Meeting, and parent-teacher conferences.
- (3) The achievement levels students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events occurring throughout the year. Additionally, teachers are encouraged to inform parents and families of upcoming lessons and curriculum via teacher DOJO, Remind Me app, or class newsletters. If parents or guardians have further questions and/or are not available to attend, information will be sent home in quarterly newsletters, which is also posted on the school website. Families may also contact the school for further information.
- (4) During distance learning, communication will be in the form of telephone calls as well as online through Zoom, Microsoft Teams, and Google Classrooms.

(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) Families and community members 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 DOJOs, 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?

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. During distance learning periods, surveys will be available online for parents to complete so the information is gathered.

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, this plan will be published on the school website and the public access area of CIMS at <https://www.floridacims.org/districts/marion/schools/0401>. This plan (paper-based) will also be made available upon request through the school front office 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.
<ol style="list-style-type: none"> 1. <u>Step 1</u> - Plan the meeting time, date, and location. 2. <u>Step 2</u> – Create flier and have it translated 3. <u>Step 3</u> – Send out the flier, post on Peachjar and Twitter, send out a Skylert Phone message 4. <u>Step 4</u> – Update the school website and marque 5. <u>Step 5</u> – Remind families via social media, DOJO/Remind Me App, and Skylert 6. Plan for online version of Annual Meeting during Distance Learning.
Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting.
All aspects of Title I are shared using the district Title I PowerPoint template which includes information such as: What is Title I, Parent and Family Engagement Plan, School-Parent Compact, Parents Rights, Assessments, Title I Funds, Title I Focus, school curriculum and programs including parent engagement events for the year, and allow time for open discussion and Q&A with parents/guardians.
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) District based PowerPoint that includes school data points, programs, intervention, and progress monitoring assessments. (2) District based PowerPoint that includes overview link to school choice located at District website. (3) District based PowerPoint that includes explanation of Parents 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?
Technology (phone, email, DOJO, social media, school website, and parent portal) is only one component of our comprehensive communication plan that also includes newsletters, fliers, paper-based progress reports/report cards and school marquee.
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.

Family and community feedback is collected during quarterly SAC meetings, annual Parent and Family Engagement Plan and School Improvement Plan surveys. Parent input is also collected at each parent engagement event/activity through the event/activity survey and reviewed at quarterly SAC meetings. During distance learning, SAC meetings are held online via Zoom and parents/community members are able to participate, give input and feedback, and review presentations.

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?

- Childcare is provided for the parent engagement events/activities that do not include children participating with their parent/guardian.
- Translators for the ESOL population are also provided for events.
- During distance learning, ESOL paraprofessionals make phone calls home or participate in online meetings to assist and translate for families.

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

Parent input on which times are best to meet the needs of parents to attend meetings and activities through event/activity surveys, quarterly SAC meetings, and via the District Annual Parent Annual Survey. During distance learning, the district and/or school gathers this information through an online survey.

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

The school site has results from the District Annual Parent Survey, site based family engagement event post surveys, and quarterly SAC meeting minutes. During distance learning, a question regarding appropriate times for parents to meet will be added to the survey to gather this information if and when an online mode is in affect.

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) only as needed
- ☐ 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?
Stanton-Weirsdale Elementary School will provide a variety of activities/events throughout the school year to meet the need of engaging the students and families into the education process of their child. Such events could include but not limited to: Parent Conferences, Math Night, Literacy Night, World's Fair, STEAM Showcase, Science Night, and Special Area Night. Through these events, parents will be given resources to assist their child at home in the process of learning and teachers will be available to assist and answer questions parents may have. Distance learning online assistance for parents will be provided through Zoom, Microsoft Teams, and Google Classroom. Online sessions could include ways to assist using home items as manipulatives, how to chart reading fluency, utilizing online programs, etc.
How will the school implement activities that will build relationship with the community to improve student achievement?
Through the schools volunteer program and connection with local businesses and the Tutor for Kids Program, relationships are developed and maintained through meetings and trainings to provide information as well as program based trainings that will help improve student achievement. Community members are invited to the SAC meetings. At parent engagement events, the school seeks support from volunteers in the community to be present and assist with events. During distance learning periods, community groups offer support through online programs.
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.
Stanton-Weirsdale Elementary School does not currently have a Site-Based Title I Parent Resource Room. By using Title I funds, the school will purchase materials that are relevant to the trainings being provided as well as advertise and encourage parent visits to the Title I Van when on campus as well as Parent Resource Center at Howard Academy. Computers are available for parents to utilize in our Computer Lab.
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?

At parent engagement events, students and parents walk away with resources in hand to help their child on the upcoming standards. Activity stations are designed to teach the parent through participating with their child in the activity. During distance learning periods, material kits are composed and available for parent pickup of materials students will use for upcoming lessons.

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
Example K-5 Family Reading Night \$245	Literacy CAS	Increased foundational literacy skills.	October 2019	Parent surveys & iReady diagnostic data
Title I Annual Meeting	Principal / Assistant Principal	Increased awareness of Title I programs and how Title I supports the school.	August 2020	Parent Surveys Sign In Sheets
Grade Level Night/Open House	Principal / Assistant Principal / Grade Chair Committee	Increased awareness of grade level expectations, State Standards, etc.	September 2020	Parent Surveys Sign In Sheets
Literacy Night	Literacy CAS	Increased foundational literacy skills.	October 2020	Parent Surveys K-2 Foundational Skills Checklists
World's Fair	Principal / Assistant Principal / Grade Chair Committee	Supports Social Studies, Science, Language Arts, Math, and Art State Standards.	December 2020	Parent Surveys
Literacy Week	Literacy CAS	Increase parent skill set on upcoming Reading standards, including fluency and comprehension.	January 2021	Parent Surveys & iReady diagnostic/progress monitoring data/QSMA data

Math Morning	Math CAS	Increase parent skill set on upcoming math standards.	February 2021	Parent Surveys & iReady diagnostic/progress monitoring data/QSMA data
FSA Information Session	Principal / Assistant Principal / CAS	Increase awareness of FSA standards, how students show proficiency, and strategies to help at home.	March 2020	Parent Surveys Sign In Sheet

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.
The school will be providing training in effective communication with parents, how to have a productive parent conference and/or student-led conference and the use of student data to drive the conversations. The staff will receive training on how to provide an effective parent training/engagement event. The staff will also receive training in the area of MTSS and ESE to be better prepared to explain programs and interventions to parents. Professional development is offered on how to communicate and bridge the gap with parents and students during distance learning utilizing technology.
...how to reach out to, communicate with, and work with parents and families as equal partners.
The school will be providing training in effective communication with parents, how to have a productive parent conference and/or student-led conference and the use of student data to drive the conversations. These trainings will also include effective use of a variety of communication programs such as Communication Logs, Class DoJo, Peachjar, Remind Me, etc. and the appropriate use of and how to utilize the school Social Worker. In addition, distance learning avenues (Zoom, Microsoft Teams, Google Classroom) training will be provided for both teachers and parents/families.
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
The school will provide training in how to develop a parent engagement training/event for parents based on the needs of the parents (survey) and the needs of students (data) before planning and providing the engagement program/training. School personnel will also receive training on current curriculum practices and the effective use of manipulatives and at-home strategies that parents can use to help their child. Distance learning strategies will be shared with teachers and families in the area of how to help parents be their child's at home teacher.
(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 but not limited to: Pre-School week, Early Release Days, planning time, and/or during coaching. (2) Formal Professional Development: Sign-in sheets, agendas, handouts, and surveys. Informal Professional Development: 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 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.