School Improvement and Parent & Family Engagement Plan

2020-2021

Vineland

---------------------------------------------- TITLE i TEAM USE ONLY ------------------------------------------------

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| ApprovAL dATE: 9-23-2020 | Mid YEar Review DATE: | End of Year Review DATE: |
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| Title1 logo January update.JPG |  |

# INSTRUCTIONS

Many Family Engagement plans will have to be adjusted during this school year due to COVID-19 procedures and social distancing. These changes will most likely rely heavily on virtual presentations. This will not eliminate the need for documentation (flyers, sign-in sheets, presentation evaluations, agenda and minutes). Please remember this when planning and implementing your meetings, presentations, and events.

1. Complete the following sections of the Parent & Family Engagement Plan (PFEP).
2. To be considered *complete* each section needs to have all the components included.
3. Upload to Google Doc .

# DISSEMINATION OF PFEP AND SCHOOL/FAMILY COMPACT TO STAKEHOLDERS

Explain how your school PFEP and Compact will be shared with families, staff, and community. Remember to include electronic sharing and hard copy sharing strategies.

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| Vineland Elementary will share our school PFEP during our first virtual SAC/PTO meeting on Tuesday, October 6, 2020, after the meeting we will post the minutes to our school webpage. Our Compact will be shared during our virtual Open House and Title 1 Annual meeting. |

# OUR SCHOOL DEFINITION OF FAMILY ENGAGEMENT

How does your school define Family Engagement?

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| Family Engagement is a shared experience between schools and families to support children both socially and academically.  |

# INVOLVEMENT OF PARENTS

* The school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used.

Evidence of involving parents and families in planning, reviewing and improvement of Title I programs, including involvement in *decision making* of how funds for Title I will be used.

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| In September VES asks for volunteers to participate as members of the Parent and Family Engagement Team for the school year. The group includes parents, teachers, paras, our Title 1 paraprofessional, and the admin team. At the end of the school year the district attends an all day professional development. Unfortunately we were unable to participate in this professional development last year. The PFEP team collaborates with SAC and the larger school community to implement strategies and make adjustments as needed. As members leave the Parent and Family Engagement Team, recruits will be acquired and trained to replace outgoing members.  |
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# COORDINATION AND INTEGRATION WITH OTHER FEDERAL PROGRAMS

1. The school will coordinate and integrate parent and family engagement programs and activities.
2. The school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

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| Program | Coordination |
| Title IX | Social Worker works with students and families through the Homeless Coalition |
| Headstart & VPK | VPK preparation for school, home visits are made |
| Federal Lunch Program | VES, with CHAMPS Cafe, offers nutritious, daily breakfasts and lunches onsite for free for all students, with emphasis on baked, broiled, and lean meats, fresh fruits and vegetables. Food calendars and nutrition information is sent home monthly to parents.  |
| Title I | Parents attend the Title I Family Reading Experience which is offered every Wednesday for VES families, twice weekly for our before/after school program and by appointment. Our Title I Family Achievement Associate leads the family Reading Experience.  |
| Title III | ELL paraprofessional attends meetings to translate for parents when necessary and supports ELL students throughout the school day.  |
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# ANNUAL PARENT MEETING (this is NO LONGER just Open House) and COMMUNICATION

The school will provide timely information about the Title I programs.

1. Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program.
2. Description and explanation of
	1. Curriculum used at the school
	2. Forms of academic assessment used to measure student progress
	3. Achievement levels of the Florida State Standards
3. Description of the nature of the Title I program that is shared with parents.
4. Description of how the meeting will cover school choice, and the rights of parents at the annual meeting.
5. If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
6. The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]
7. Could be grade level meetings, SIP meetings, SAC meetings

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| **Annual Title I Meeting(s) Activities/Tasks** | **Person(s) Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Virtual meeting shared on FB, VES website | Admin | Fall 2020 | Google sign-in sheet |
| Facebook Announcements | Admin | Fall 2020 | Facebook views |
| Described in the Title 1 Annual Parent meeting powerpoint presentation | Renee Wiley | Fall 2020 |  Google sign-insheet |
| School Messenger Phone Call and email announcing that the Annual Title I Meeting is posted on the VES website | Administration | August 2020 | Logs of the numbers reached through School Messenger |
| Open House Video will be available to all students/Families on the VES website on August 24th | Administration | August 2020 | Title I survey sign in |
| VES Social Media purpose is to inform, increase family involvement and promote student success | AdministrationLead TeacherAFA | 2020 2021 School Year | Facebook views |
| School website will include parent communication on curriculum resources, common assessments and FSA Achievement Level Descriptors | AdministrationLead TeacherNewsletter Coordinator | 2020 2021 School Year | webpage |
| Title I Program is share with parents via the Title I PowerPoint, Title I Brochure and at regularly scheduled SAC Meetings | AdministrationAFA | 20202021School Year | Sign - In Sheets |
| Title I Power Point shares information about school choice | Administration | August 2020 | Sign - In Sheets |
| D: Link on school website (School Accountability Report) | AdministrationWebmaster | 2020 2021School Year | webpage |
| D: Link on VES Website that gives parents their Rights to Know at a Title I school | AdministrationWebmaster | 20202021 School  | webpage |

# FLEXIBLE PARENT MEETINGS

* How the school offers a flexible number of meetings, such as meetings in the morning or evening.
* How the school provides, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement. [ESEA Section 1116]

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|  Parent meetings for the beginning of this school year will be held virtually during both the evening and morning times. Google meet links will be posted to our school facebook page. As the year progresses we will continue to evaluate if it is safe to hold in person events. |

# BUILDING **PARENT AND FAMILY** CAPACITY for 2020-2021

* The school will implement activities that will build the capacity for meaningful parent/family engagement.
* The school will implement activities that will build relationships with the community to improve student achievement.
* The school will provide materials and trainings to assist parents/families to work with their child(ren).
* The school will provide other reasonable support for parent/family engagement activities.
* **Identify the** [**Type of Family Engagement**](https://docs.google.com/document/d/1BH5vAR_vf8ABdZ1GjZHR5jE0ha1dkNgiLu1u_ZBOAFc/edit) **your activity is and identify that as part of the 1st column.** This will help you be aware of the types of activities you are offering. 
1. Parenting
2. Communication
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

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| **Family Capacity Building:** **Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** | **Number of Attendees** |
| PTO and SAC Meetings1, 2, 5, 6 | Hudzina/Barber | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | August-May | Attendance via google link |  |
| Title 1 Annual Meeting- Parents gain information about Title I services1, 2, 4, 5 | Barber | Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.  | August | Sign in Sheet via Renee Wiley |  |
| Heron of the Month2, 6 | Barber | Student leadership, Growth Mindset | Monthly | Participation |  |
| Heron Harvest1, 3, 6 | TBD | Family Engagement | October | Sign in Sheet |  |
| Heron Hustle1, 3, 6 | Dando | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | November | Sign in Sheet |  |
| Reading Night1,2,3,4,5,6 | Trullinger | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | December | Sign in Sheet |  |
| STEAM Night1,2,3,4,5,6 | Cankar | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | March | Sign in Sheet |  |
| Field Days3,6 | Dando | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | May | participation |  |
| PBIS1,2,3,4,5,6 | PBIS Team | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | 2020-2021SY | Live School Points |  |
| Watch your Heron SOAR grade level nights1,2,3,4,5,6 | Hudzina/Barber | Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.  | Fall & Spring | Sign in Sheet |  |
| Parent conferences1,2,3,4,5,6 | Grade Level Teams | Family support to increase student achievement. Parents becoming an intricate part of the school culture which will increase student achievement.  | 20-21SY | Parent conference forms |  |
| Heron Hoopla1,3,6 | Dickerson | Building capacity for Family Support and progress monitoring school goals to increase student achievement. | March | Participation |  |
| Take Your Dad to school1,3,6 | Trullinger | Increase male involvement in school setting.  | September | Sign In participation |  |

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#  BUILDING STAFF CAPACITY for PARENT & FAMILY ENGAGEMENT

* How is your school nurturing the staff’s skills with Family Engagement?
* Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in the **value and utility of contributions of parents/families.** [ESEA Section 1116]
* Describe the STAFF development activities the school will provide to SUPPORT the teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parent/families, in **how to reach out to, communicate with, and work with parents/families as equal partners.** [ESEA Section 1116]
* Describe the STAFF development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff with **the assistance of parent/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.** [ESEA Section 1116]]

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| **Building Staff Development for Family Engagement:****Content and Type of Activity** | **Person(s) Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| PFET Training Day | PrincipalTitle IAFA | Increase parent engagement to increase student achievement | August 2020 | Sign In SheetsParent Survey |
| Title I AFA Monthly PLC | Renee WileyTitle I | Increase parent engagement to increase student achievement | SY 2020 - 2021 | AgendaSign In Sheets |
| Faculty Learning Meetings | Administration & Core team | PFET presentsTitle I how to engage families in student learning | SY 2020 - 2021 | Agenda Sign In Sheets |
| Collaborative Planning Team Meetings | Lead teacher | Exploring data and using results to implement teacher strategies and interventions to increase student achievement | SY 2020 - 2021 | AgendaAssessment Data |
| Thinking Map Memos | Lead Teacher | Sustainability of Thinking Map initiative  | SY 2020 - 2021 | AgendaSign In Sheets |
| Child Talk | Core TeamGrade Level Teams | Providing information and strategies to increase student achievement | SY 2020 - 2021 | Notes in Google DriveMTSS Process |
| Reading Center | AFA | Providing keeper books for families | Twice a monthSY 2020 - 2021 | Facebook postsPictures of eventsSign In Sheets |
| CHAMPS | Hudzina/Barber | Provide CHAMPS materials and classroom management strategies | SY 2020-2021 | Sign In sheets |

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# FAMILY SURVEY

Using your school survey results, choose a minimum of one (1) question from each topic listed below to address this coming school year.

**Family Efficacy**

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| **TOPIC: School Belonging** |
| **QUESTION: How fair/unfair is the school’s system of evaluating children? 64% favorable** |

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| **ACTIONS and ACTIVITIES** | **Person(s) Responsible** | **What needs to be completed?** | **Timeline** | **Evidence of Effectiveness** |
| Parent conferences | Grade Level TeamsAdmin | scheduling | 2020-21SY | Parent Conference Forms |
| Watch Your Heron SOAR | Grade Level TeamsAdmin | Presentation, flyers | 2020-21SY | Sign In Sheet |
| FSA Workshop | Fetzer | Presentation, flyer, communication | March 2021 | Sign In Sheet Participation |

**Learning Behaviors**

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| **TOPIC: Learning Strategies**  |
| **Question: How often does your child read for fun? 50% favorable** |

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| **ACTIONS and ACTIVITIES** | **Person(s) Responsible** | **What needs to be completed?** | **Timeline** | **Evidence of Effectiveness** |
| Book It | Barber | Sign in | 2020-21SY | Sign in  |
| Video favorite books | Trullinger/Dickerson | videos | 2020-21SY | Views on Facebook & News, increased book check out in Media |
| Reading Month | Barber/Trullinger/Dickerson | Forms, minutes read tracking | December | Minutes read |

**OTHER TOPICS TO ADDRESS (optional)**

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| **TOPIC:**  |
| **Question:**  |

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| **ACTIONS and ACTIVITIES** | **Person(s) Responsible** | **What needs to be completed?** | **Timeline** | **Evidence of Effectiveness** |
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# OTHER ACTIVITIES

* Other activities, such as the Family Resource Center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren). [ESEA Section 1116]

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# COMMUNICATION

* The school will provide timely information about the Title I programs.
* The school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.
* If parents request, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
* The school will submit parents/families comments if the schoolwide plan is not satisfactory to the parent/family. [ESEA Section 1116]

Describe how the school will provide regular, **two-way,** meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. 

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| Staff EmailRemind AppVES FacebookSchool Messenger Phone Calls/EmailNewslettersTake Home TuesdaySchool MarqueeLiveschool App for behaviorPhone callsParent Meetings |

# ACCESSIBILITY

* Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.
* Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

“*to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents
and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand*.” [ESEA Section 1116]

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| VES will provide information for families on our web page, Facebook page, through flyers, phone calls and communicate via Remind. Information will be available in English and Spanish. Title I Annual Video on-lineSchool WebsiteSchool CompactGrade Level Standards and State Assessment Links on school websitePFET MeetingsParent Survey Data Utilized to plan meetingsSTAR Reports sent homeSchool Messenger Phone CallsSchool Advisory CommitteeDocumentation in Crate |

# BARRIERS

* Describe the barriers that hindered participation by parents during the previous school year.
* Describe the steps the school will take during the upcoming school year to overcome these barriers (with particular attention paid to parents/families who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, or are parents /families of migratory children).

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| **Barrier** | **Steps to Overcoming Barrier** | **Persons Responsible** | **Timeline** |
| Increasing or having family engagement during a Pandemic | Communication through technology | Teachers, admin, staff | 2020-2021 |
| Attendance | Incentives for attendance and participation | Admin, teachers | 2020-2021  |
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2020-2021

SCHOOL IMPROVEMENT PLAN GOALS

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| GOALS(anticipated in your 20-21 SIP) | How will this goal be communicated to families?  | How will the skills necessary to support this goal be provided to Families? |
| Our Math achievement (18-19 data) was low in all areas- proficiency (56%), learning gains (35%), and learning gains of L25 (26%). In addition, Math achievement (18-19) for SWD was 34%, which placed us in the TS&I category. We know Math is a critical area of concern, with our two biggest areas of decline being in Math. Until we raise L25 Math learning gains and overall Math learning gains, our Math proficiency will remain low.  | SAC/PTOParent ConferencesWeb page | Parent ConferencesFamily Engagement Nights will provide opportunities for activities that support these goals.These could be in person or virtual depending on the guidelines at the time of year. BOY - virtual EOY-TBA |
| Our Science data (FSA) declined 20% to 51% achievement in 2018-2019. This is a critical area of need as this was the third biggest data decline for VES. A (minimum) 30 minute Science block is included in the master schedule K-4, with 5th grade receiving 40 minutes of instructional time. Students will now be guaranteed Science instruction daily, with administration completing walk-throughs to ensure this is occuring. Teachers will utilize the Science Elevate Curriculum, including the online component, and Freckle Science, to instruct students in Science based topics. In addition, the STEM teacher will see each class once a week and emphasize important Science concepts/Big Ideas. Admin/The News Crew will focus on NGSS Science vocabulary every Wednesday on the Student News. | SAC/PTOParent ConferencesWeb page | Parent ConferencesFamily Engagement Nights will provide opportunities for activities that support these goals. |
| We are TS&I for Students With Disabilities (SWD), at 36%. We must raise the achievement and learning gains of SWD if we are to improve our overall school grade and remove ourselves from TS&I status.  | SAC/PTOParent ConferencesWeb page | Parent ConferencesFamily Engagement Nights will provide opportunities for activities that support these goals. |
| Our goal is for all students to be on level in ELA. Our current 5th graders scored 4% lower than the previous year of 3rd graders (18-19 FSA data). We saw a decrease in overall ELA proficiency in both our 3rd and 5th graders (18-19 FSA data). Increasing overall ELA achievement will also aid in an increase in Science and Math scores, as word problem comprehension would improve as well.  | SAC/PTOParent ConferencesWeb page | Parent ConferencesFamily Engagement Nights will provide opportunities for activities that support these goals. |

PFEP & Parent/School Compact

MID YEAR REVIEW 2020-2021



**TO BE COMPLETED IN DECEMBER or JANUARY MARK IT ON YOUR CALENDAR ;)**

**DATE:**

# **ATTENDEES & ROLES**

TAMI TECH: TEACHER

PAPA PAUL: PARENT

 ABBY ACTION: ADMIN

# **AGENDA** (remember to take notes and to label P for parent/family, T for teacher, & A for Admin, C for community partner))

## **2020-2021 PFEP REVIEW**

1. UPDATES
* Successes
* Challenges
* Add data to PFEP tables
1. NEW IDEAS
2. THOUGHTS FOR 2021-2022 PFEP

## **COMPACT NOTES**

1. UPDATES
* Successes
* Challenges
1. NEW IDEAS
* .
1. THOUGHTS FOR 2019-2020 PFEP

# **NOTES** (remember to take notes and to label P for parent/family, T for teacher & staff, & A for Admin, C for community partner, S for student)

# **ACTION ITEMS**