[Stanley Switlik Elementary School]

[Brett Unke]

[3400 Overseas Hwy. Marathon, FL 33050]

I, Brett Unke, do hereby certify that all facts, figures and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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| **Mission Statement** (optional) |
| How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement will assist in providing high quality instruction for all learners?  The School Board believes that parent involvement is essential for the School District to fulfill its mission of preparing students to become lifelong learners and productive citizens. The purpose of the PFEP is to create a roadmap for collaboration because the Board believes that children learn best when parents and teachers work together. When parents talk to their children about school, expect them to do well, help them to plan for college or career, and make sure that out of school activities are positive, their children tend to do well in school and in life. Students with involved parents no matter what their income, background or language are more likely to do better in school, stay in school longer, like school more, and be productive citizens of their community and country. |

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| **Engagement of Parents** |
| How the school will involve 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?  The PFEP is developed using the input from School Advisory Council, PTO, MCSD Climate Survey data, and the general feedback of staff and parents. Activities are organized in order to offer parents a wide variety of opportunities to become involved in the school community. These activities include monthly School Advisory Meetings, the annual school open house and Title I annual meeting, meet the teacher day, Parent-to-Kid Nights, various activities within the school on a weekly basis, Kindergarten round-up, and parent conferences. In addition parent volunteers are encouraged to find an active role that they can play within the school community. The lines of communication are kept open with BlackBoard Connect-Ed messages in both English and Spanish, monthly newsletters, Pinnacle internet viewer (online grades), various teacher newsletters, and other forms of weekly communication between the teacher and parent. Through all of these programs there is a focus on collecting feedback from parents on ways to make the instructional program and the general school community work better to meet the needs of the families.  Specific Parent Involvement requests will be documented in the form of meeting minutes in formalized organizations (SAC, PTO) and in the form of suggestion box/customer satisfaction surveys at less formal meetings (Parent to Kid Night, Open House).  Parents will be encouraged to participate in all SSE activities including School Advisory Council, PTO, and Parent to Kid nights. For parents that are unable to attend, meeting minutes for School Advisory Council and PTO will be stored on the staff SharePoint (intranet) and the school website. |

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| **Barriers**  Describe barriers that hindered participation by parents during the previous school year and what steps the school will take during the current school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). | |
| **Barrier (including specific subgroup)** | **Steps the School will Take to Overcome** |
| Language Barriers (ELL) | All communication is provided in both English and Spanish. A bilingual front office staff member was added this year. Translators are provided for conferences and IEP meetings. |
| Time constraints (Working parents) | Before the hurricane, we planned to hold conferences in the evenings rather than during early release days to help accommodate working parents. Since we no longer have early releases this should be revisited for NEXT year but teachers are encouraged to be flexible with meeting times. |

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| **Flexible Parent Meetings** |
| How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate parent and family engagement?  The school will offer bi-monthly Parent-to-Kid meetings in the evenings to support home literacy initiatives. Parent - teacher conferences, MTSS meetings, and IEP meetings will be held at flexible times including before school, after school, and during the school day. Translators will be available as needed to assist Spanish-speaking parents. |

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| **Building Capacity**  Detail activities that will build capacity for meaningful parent/family engagement.  Indicate activities that build relationships with the community to improve student achievement.  Detail materials and trainings provided to assist parents/families to work with their child(ren).  Indicate how the school will provide reasonable support for parent/family engagement activities. | | |
| **Content and Type of Parent/Family Activity** | **Materials / Trainings** | **Anticipated Impact on Student Achievement** |
| Parent-to Kid Night |  | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| PTO Room parents |  | Organized and informed parents and students. |
| ELL Parent Meetings |  | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| Post-Hurricane Donation Distribution Center with some Parent Volunteers |  | Families work together to support our community. |
| Post-Hurricane Emergency After School Program with some parent Volunteers |  | Families work together to support our community. |
| AVID Strategies | Parent Training | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |

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| **Staff Development**  Detail professional development activities the school will provide to educate the teachers, support personnel, school leaders, and other staff with assistance of parents/families on | |
| **Value and utility of parents/families contributions** | The Literacy and School Culture CIT groups will coordinate and develop parent involvement strategies. The CIT team will then share the results of their work with Grade level PLC groups. |
| **Communicating and working with parents/families as equal partners** | Short (5-10 minute) video segments will be presented surrounding specific family engagement topics such as working with and offering assistant to hesitant parents, interacting and engaging ELL families, and effectively working with an interpreter for family engagement. |
| **Parent/family programs that build ties between parents/families and school** | Two trainings focusing on general family engagement will be offered. Training 1 (around 15 minutes) is an overview of family engagement and how it relates to students, staff, and families.  Training 2 (around 30 minutes) looks more closely at engaging families directly within the classroom. |

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| **Parent Resource Center** |
| How will the school encourage and support parents and families in more meaningful engagement in the education of their child(ren) through the Parent Resource Center?  The largest outreach program is the Parent to Kid function which occurs on a bi-monthly basis. This program involves the Literacy Professional Learning Community, the staff, parents, and students in Literacy based activities. In addition, the school will organize a “Read-a-thon” which will encourage parent participation in literacy rich activities. A parent-student Kindergarten Orientation program was developed which focuses on preparing parents of kindergarten aged students for the challenges of K-12 school and to provide tips and tricks to make the first full year of school a successful one. A Parent Resource center is available in the school library equipped with three laptops with internet service and additional resources. The parent liaison/front office bilingual receptionist will be available to assist parents when they visit the Parent Resource Center with programs such as FOCUS and other student academic programs. |

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| **Family and Community Engagement Coordinator** |
| Detail how the School will rely and require assistance from the District Family and Community Engagement Coordinator.  List areas of need by the School the District Family and Community Engagement Coordinator will support.  The coordinator will provide us with new ideas from other schools and with standard notifications on district-wide activities. They will also provide us with information and guidance on staff professional development to support parents and families. |

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| **Discretionary Activities** (optional)  Detail activities that are not required, but will be paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.) | | |
| **Content and Type of Parent/Family Activity** | **Materials / Trainings** | **Anticipated Impact on Student Achievement** |
| Home Visits |  | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| Parent to Kid Night | Pizza and books provided at no cost to families | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |
| Afterschool Program with Transportation | Teacher payroll, snack, and late bus | Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate participation with student achievement. |