

Horizon Academy at Marion Oaks

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: Donald Maier

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

School Year: 2019-2020



BARRIERS

This section is not required for new Title I Schools.

Summarized data from stakeholder engagement surveys from events held during the 18-19 school year (not applicable to new Title I, Part A schools).

- Parents are requesting a variety of communication methods, email as the majority's second choice (77%). Written communication comes in third (66%) behind Phone (87%) and email.
- Nearly 70% of all respondents participated in a learning activity at school this year.
- Respondents would like more information and tools to help or enrich their child regarding math (77%) and reading (65%).
- More than 70% of all respondents would like events/workshops on the weekend.

Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.

1. Gathering necessary email addresses and getting them into Skyward.
2. Reminding staff and students (and parents) to communicate with teachers through the student planner.
3. Events were almost always early in the evening (M-F).
4. Parent events were not designed with parents as learners.
5. Focus for student and parent learning were not FSA-driven.

(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).

1. Barrier 1 – Make family Access a priority for all parents, at all events, beginning with Meet the Teacher Day, and push information to families through all forms of media.
2. Barrier 2 – Make using the Student Planner a daily ritual in all classes through PD with teachers and constant and consistent reinforcement with students and parents. Email will be a second source of communication as soon as we can get email addresses through Skyward, Parent events or Student data sheets.
3. Barrier 3 – All parent and family events will have a learning activity and outcome attached to the training and we will offer at least one activity on a Saturday each semester. Phone contact will ALWAYS be first choice for all teachers
- 4.

What is your Parent and Family Engagement Plan goal for the 2019-2020 school year (*must be tied to student academic achievement and aligned with your school improvement plan*)?

If families of students identified with a federal index below 40% are targeted with skill building strategies and activities aligned with Florida Standards, then the at home learning environment will support the efforts of the school resulting learning gains of 4-7% in FSA and SSA.

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. 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.

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' websites, school newsletters, fliers, and school marquee.

For those students whose home language is not English, documents will be translated using a free online translation service to the home language of the family.

(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) We will use a communication plan that starts approximately 60 days before any family engagement activity. The communication plan includes weekly posts with call to action to engage family and community. Students will be provided invitations two weeks in advance with an option to reserve spot and sign up. Skylert will be used the Monday before any event to remind parents of upcoming events.

(2) The communication plan will include compacts, social media campaign, website, newsletters, teacher websites, school marquee and Skylert messaging. The communication plan will notify of upcoming events: purpose, time/date, audience, and activity.

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 parent conferences, Annual Title I meetings, school based website and newsletters.
 (2) Families will be notified about the forms of assessments through teacher websites, 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 websites 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.

(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 websites, school marquee, fliers and Skylert messaging.

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them?

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.

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/0721>. A summary of 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.

1. Step 1 – Plan the meeting time, date, location.
2. Step 2 – Create flier, invitation (translate if necessary)
3. Step 3 – Send out the flier, invitation (email/ backpack/social media)
4. Step 4 – Update school marque and website
5. Step 5 – Remind families via social media and Skylert

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, open discussion and Q&A.

Describe how the Annual Meeting will cover (1) yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds.

- (1) 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, social media, school website, and parent portal) is only a component of our comprehensive communication plan that also includes newsletters, fliers, paper-based progress reports 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.

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 – will be provided by volunteers
- Marion Oaks Community Center Fees – to allow students and parents/families access to technology and internet to promote academic related computer activities out of school time.

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

Via District Annual Parent Annual Survey (results: 136 English and 14 Spanish) and quarterly SAC meetings.

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

District Annual Parent Survey, site based family engagement event post surveys, and quarterly SAC meeting minutes.

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: Weekend activities

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? |
| After reviewing surveys and family ideas/suggestions for activities they would like offered at the school, activities will be based on family needs to best support the school and at home learning environments. |
| How will the school implement activities that will build relationship with the community to improve student achievement? |
| <ul style="list-style-type: none"> • Invite community members/business partner to participate in SAC and to share their knowledge and expertise in ways to promote learning through real world applications. • Invite family and community members to design and assist in planning upcoming engagement events. |
| 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. |
| Not applicable |
| 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? |
| We will utilize the District Title Parent Resource Van and District Parent Resource Room. We will communicate to the community and families about the upcoming District Title Parent Resource Van scheduled visits via social media campaign, school newsletter, and website. Families are able to check out academic resources to assist with student learning at home. In addition, we will encourage teachers to refer families to the District Parent Resource Room to utilize and take home the many available resources to assist with their students learning gains and to reduce summer slide. |

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 Family Reading Night \$245 | Literacy CAS | Increased foundational literacy skills. | October 2019 | Parent surveys & iReady diagnostic data |
| Title I Annual Meeting (required by the last week in October) \$250 | Mr. Perry | To provide an explanation of Title I and begin the ongoing discussion of school wide participation and of its link to student achievement. | September 2019 | Parent surveys |
| 8 th Grade STEAM Day w/ 6 th Grade Families \$6,000 | Ms. Wiggins, Mrs. Tierney | To explain and provide hands-on activities for parents to ignite enthusiasm for STEAM instruction and careers. | October 2019 (contract dependent) – on a Saturday | Parent & Student surveys, CSMA/QSMA, iReady diagnostic data |
| 5 th Grade Reading Night (Strong Fathers) \$250 | Literacy Content Area Specialist (CAS), Ms. Borge, & Mr. Jones | To explain and engage parents with importance of reading and overview of FSA Reading Requirements. | October 2019 | Parent surveys, iReady diagnostic data, & MyOn data |
| Struggling SWD night – Invitation Only \$200 | Dr. Rutner & Mr. Jones | Targeted intervention at struggling SWDs to maximize teacher-parent time to work on identified shortcomings in the core academic areas. | November 2019 | Parent Surveys & SWD local data |
| School-Wide Math Night \$250 | Ms. Brown & Mr. Jones | To provide an overview of grade level requirements and how to/where to find help and resources to | November 2019 | Parent surveys iReady diagnostic data |

| | | | | |
|--|---|--|---------------|---|
| | | allow parents help their children at home. | | |
| You're ALMOST There night! \$250 | Mr. Perry & Lead teachers | To target at-risk students and achievement-level fringe students with specific instruction so all can see success and build up. | January 2020 | Parent surveys, iReady diagnostic data |
| Dad (and mom) & Me Reading Night (Strong Fathers) \$400 | Ms. Drazan & Mr. Jones | To enhance the love of reading, not only in books but in everyday materials such as newspapers, magazines, etc. | February 2020 | Parent & student surveys, iReady diagnostic data |
| School Wide FSA Parent Prep Night (Math/Science & ELA/Civics) \$600 | Ms. Wiggins, Ms. Lopez, Ms. Brown, Ms. Tromley, & Ms. Culbreath | To inform parents as to the rigors and requirements of state assessments. Provide each parents with 20 days of activities to share with their children in the time leading up to FSA administration. | March 2020 | Parent surveys & iReady diagnostic data, QSMA and CSMA data |

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.

- Effective parent/teacher conferences
- Effective forms/strategies for two-way communication

...how to reach out to, communicate with, and work with parents and families as equal partners.

- Effective use of Peachjar and teacher websites to share information with families about student academic achievement
- Provide training for teachers to effectively communicate school related information such as course grades, IEP and 504 information and available district and school family resources

...implementing and coordinating parent and family programs and building ties between parents and families and the school.

- How to effectively communicate with stakeholders (families, community members, business partner)

(1) When will the school engage staff in parent and family engagement professional development? (2) What documentation will be collected demonstrating staff development focused on parent engagement?

- (1) Throughout the year during times such as: early release days, planning time, and/or during coaching
- (2) Formal PD: sign in sheets, agenda, handouts, surveys. Informal PD: coaching/meeting notes

COLLABORATION OF FUNDS

| Choose all that apply | Grant Project, Funding Source, or Program | Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESSA Section 116] |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | Title I, Part A - Improving the Academic Achievement of the Disadvantaged | Coordination with stakeholders to provide parent and family engagement defined as participation of parents in ongoing consultation and meaningful communications with school staff that involves that student, addresses learning and engages the family in school activities. |
| <input checked="" type="checkbox"/> | Title I, Part C - Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21). | School administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need to support increased student achievement. |
| <input checked="" type="checkbox"/> | Title I, Part D – Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk. | Coordination with stakeholders to provide the families of children and youth with services to make a successful transition from institutionalization for increased academic achievement. |
| <input checked="" type="checkbox"/> | Title II, Part A – Supporting Effective Instruction through professional development targeted to administrators and teachers. | Coordination with stakeholders to improve the quality and effectiveness of teachers, principals, and other school leaders through capacity building in the areas of improving student academic achievement and building ties between parents, families and the school. |
| <input checked="" type="checkbox"/> | Title III, Part A – Helping English Language Learners achieve English proficiency (ESOL) | Coordination with stakeholders to establish partnerships to strengthen relationships between families, communities and schools that will provide additional services aligned with improved student success. |
| <input type="checkbox"/> | Title IV, Part A – Providing all students with a well-rounded education, improving school conditions to support safe and healthy student, and improve use of technology to advance digital literacy | Coordination with stakeholders to promote collaboration between the parents, families and school 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. |

| | | |
|---|--|--|
| ☒ | 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. |
| ☐ | 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.