Marion Oaks Elementary School

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: Lisa Dreher

School Website: https://www.marionschools.net/moe

School Year: 2019-2020

Marion County Public Schools
Grants & Federal Programs
at H.A.C.C.

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 shared on engagement surveys from the 2018-19 school year that they were appreciative of the varied topics/types of events, and that events were not always on the same weeknight, which has been a concern in the past. They would like more events that will help them with tools/strategies to enrich reading, math, and writing.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
1. Barrier 1- Historical feedback shows that the days/times of events has been difficult for working families. 2. Barrier 2- Language barriers for parents that speak different languages. 3. Barrier 3- Some families have not had readily available transportation to school from their homes. 4. Barrier 4- Childcare during events for siblings with and/or without disabilities. 5. Barrier 5- Access to technology.
(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 – We will continue to vary school event days/times throughout the year, and explore ways to still send the information of topics covered during events home to parents that weren't able to attend. We will also explore ways to come to the parents (community locations) if transportation is an issue to the school. 2. Barrier 2 – We will have translators on hand at events, and be sure to advertise this when notifying families via Skylert, flyers, Peach Jar, etc. 3. Barrier 3 – We will provide childcare services to parents of younger/older children and advertise this when sharing the event with families.
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 Marion Oaks Elementary provides families with effective tools and strategies that can be used to extend learning into the home then student proficiency will increase by 5% in ELA, Math and Science as measured by FSA.

COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for <u>all</u> 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' DOJOs, 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 DOJOs, 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 Annual Title I meetings, school based website and newsletters. (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 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 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.
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/0731. This plan summary (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, teacher DOJO 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, DOJO, 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
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: 73 English and 4 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 _____

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?
• 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.
(1) The school will offer resources within the Parent Resource Room for check-out to parents during school events and monthly Parent Workshops. Parents will check out materials via Destiny from the Media Specialist with information on when/how to return. Consumables will be given without a need to return to the school. (2) This will be advertised via marquee, Title I Newsletters, Skylerts, and when the Parent Resource Van is on campus. We will also invite parents into this room during all school-wide events/orientations. (3) The school staff have previewed the resource room so that they are aware on what it all has to offer. They will then be equipped to recommend certain resources from the room during parent conferences and in their classroom newsletters.
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
Title I Annual Meeting (required by the last week in October) $0	Principal & Assistant Principal(s)	To provide an explanation of Title I and begin the ongoing discussion site schoolwide participation and of its link to student achievement.	September 2019	Parent surveys & sign-in sheets
Dads Take Your Child to School Day $80	Principal & Assistant Principal(s)	This initiative highlights the significant positive impact that fathers, father figures and male role models have when taking an active role in a child's education.	September 25, 2019	Parent Surveys & Sign-in sheets
Publix Math Night $50	Math Content Area Specialist (CAS)	Provide fun math real-world engagement activities for students to share in with their families.	October 2019	Parent surveys, Math iReady data, Math QSMA data
Fall Family Reading/Math Night $2,000	Math & Literacy Content Area Specialist (CAS)	To provide reading and math literacy support, tools, and strategies to parents.	November 2019	Parent surveys, Math/Reading iReady data & QSMA data
ESE Parent Night $500	ESE Staffing Specialist & Lead ESE Teacher	To provide parents of students with disabilities the opportunity to learn how to advocate for their children and what agencies/supports are available to those students and their families.	January 2019	Parent Surveys & ULS Pre/Post data
Literacy on the Lawn $1500	Literacy Content Area Specialist (CAS), MTSS Coach, & Media Specialist	To provide an opportunity for parents to engage in literacy activities with their child.	February 2019	Parent surveys, iReady Reading Data, ELA QSMAs
Science Exploration Night $500	Math Content Area Specialist (CAS)	To engage KG-5th grade students and their families in science exploration activities and share their STEAM Showcase projects.	April 2019	Parent Surveys & Science QSMAs

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 DOJO, Peachjar 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]
☒	**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.
☒	**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.
☒	**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.
☒	**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.
☒	**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.
☐	**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.
☐	**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.