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| Principal Name: Debra Riedl  School Website: https://www.marionschools.net/she  School Year: 2019-2020 |  |  |

***Shady Hill 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!**



# Barriers

*This section is not required for new Title I Schools.*

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| 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 generally feel as though the information provided in school-based family engagement activities help them to better understand the curriculum and better understand how to best help their children. |
| Describe the barriers that hindered the participation and engagement of parents and family members during previous school years. |
| 1. Barrier 1 – Many parents work and have busy schedules, and therefore prefer to receive information electronically, rather than face-to-face. 2. Barrier 2 – Scheduling meetings at different times of the day reach various groups of families, but not all or most. 3. Barrier 3 – More funds are needed to provide dinner for families at family engagement events. Serving food is an effective way to increase parent involvement. |
| (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  * Provide a face-to-face meeting along with an electronic version of the notes for parents. * Encourage parents to contact the school for more information. * Collect a parent email list and send at-home resources electronically. * Host a Principal’s round table discussion for parents in small groups at various times to allow them to ask questions in a non-threatening environment.  1. Barrier 2 –  * Offer the ***same*** training/meeting at various days/times so that parents have more than one opportunity to attend the training/meeting.  1. Barrier 3 –  * Provide inexpensive options rather than entire dinners to entice students to invite parents to family engagement events. (Example: cookie decorating, ice cream sundae making, etc.) This can take place at the conclusion of trainings. |
| 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 we provide capacity building strategies to parents and families that address and promote academic standards then, the at home environment will foster continued learning linked to reading and mathematics as measured by local assessments and FSA data. |

# COMMUNICATION AND ACCESSIBILITY

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| 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? |
| All parents/guardians are invited to and are encouraged to attend parent and family engagement activities. Special considerations will be made to address specific needs. For example, our ESOL paraprofessional will contact parents/families of non-English speaking students to invite them to events. For example, if a parent in hearing impaired we utilize in addition, correspondence from school to home will be sent in the parent’s native language. If any parent cannot attend a training and would like to receive information electronically or via our school social worker, the school will accommodate this request. Various events will be held off campus to allow for more parents to participate. SHE is ADA accessible and parent needs are addressed as needed. |
| 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? |
| Communications will be sent home in the school’s monthly newsletter, weekly classroom newsletters, Skylert call outs, the school marquee, and flyers/handouts. All forms of communication may be sent to families whose native language is not English. Individual calls can be made by the teacher, ESOL paraprofessional, or school administration to parents who either do not speak English or who have difficulty reading. |
| (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. A variety of tools are utilized to communicate information regarding Title I to the school community.   * Calendar/Handbook * Title I Student Compact * Flyers * Newsletters * Skylert messaging system * Personal phone calls * School signage * Posters/banners/signs in carline |
| 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. In addition, there are several forums we use to ensure our community is informed and engaged in their student(s) learning.   * School Advisory Council meetings * Open House * Letters to parents * Parent conferences |
| (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) School Advisory Council Meetings (school calendar, Skylert, School newsletter, email)  (2) PTA meetings (school calendar, Skylert, School newsletter, email)  (3) Problem-Solving meetings for students (contact is made to individual parent by phone)  (4) Parent surveys after an engagement activity (given to all parents in attendance)  (5) Parent conferences (contact is made to individual parent)  (6) IEP meetings for individual students (paper invite is sent home)  (7) Annual survey for the school based Parent and Family Engagement Plan  (8) School Improvement Plan  (9) Annual District Family and Community Survey |
| 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). |
| This plan will be printed for all parents and sent out with the first edition of the school’s monthly newsletter. Additionally, NNCE 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/0551>. 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.

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| 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 - Notice will be sent to parents in July via Skylert phone message and will also be placed in the school’s front office. 2. Step 2 - A presentation will be created to share with parents the first week of August. 3. Step 3 – Parents will choose one of two sessions. |
| Describe the nature of the Title I, Part A School wide program that will be shared with parents during the Annual Meeting. |
| What is Title I  How the school uses Title I funds – Goals of Title I  Title I funds are used for ALL students  Data collection  Parent Rights  Parent and family engagement (including district policy)  Home/School Compact |
| 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) School grade calculation and learning gains data will be shared along with proficiency and learning gains for subgroups of students.  (2) Parents have the right to be informed about School Choice options.  (3) Parents have the right to ask for meetings and trainings, as well as review the results of the annual parent/family engagement effectiveness survey. They have the right to review the school’s achievement data, to review and modify the Parent Family Engagement plan and Home/School Compact. |
| 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? |
| Information is shared in a variety of ways other than through technology such as:  Classroom or school newsletters  Skylert phone messages  Notes/phone calls home  Signage on campus |
| 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. |
| Shady Hill Elementary will engage parents in an organized and consistent manner in the planning, review and improvement of the Title I programs available at our school. All parents are invited to attend our Meet Your Teacher Event, Open House, and Title I Annual meeting where pertinent school information is presented and discussed.  In addition to these school-wide meetings, all parents are invited to attend the School Advisory Council (SAC) 4x per year and Parent Teacher Organization (PTO) monthly meetings. A vote is taken at the first meeting of the year for SAC leadership and those in attendance are placed on the roster. More than 50% of the SAC are parent (non-employee) representatives.  The SAC meeting will include a continual review of the School Improvement Plan (SIP), the Parent Family Engagement Plan (PFEP), and the Parent-School compact. Parent and committee input on how Title I and Parent Engagement funds should be used are documented in the meeting minutes.  Parents who are unable to attend face-to-face meetings will be provided information in their child’s Thursday folders seeking parent input and feedback on student learning and upcoming initiatives. The Content Area Specialist and Intervention Teacher will share a standards-based building capacity newsletter focusing on assisting parents in improving home-learning experiences for their students. |
| 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? |
| * Additional Services to remove barriers to encourage event attendance – Provide ESOL paraprofessional or other bilingual staff to assist with non-English speaking 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? |
| Annual Title I parent survey is utilized as well as input from both the SAC and the PTA. |
| What documentation does the school have that parent needs for meeting times, transportation needs, and childcare for family engagement were assessed? |
| SHE utilized a variety of tools to ensure parental needs are met such as:   * Results of Title I annual survey * Family Engagement Event Post Surveys * 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)  Other: As parent engagement events are offered and parent survey completed, we will be able to make changes based on parents’ needs. We will keep track and summarize this information at the end of the school year. |

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## 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

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| 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? |
| Shady Hill offers a variety of parent nights throughout the year at various times to elicit parent engagement. Parents are invited to Reading, Math, and Fine Arts nights. Reading nights will include parents reading with their children and will also include activities that parents can do with their children at home. Math night will include a trip to Publix where parents and students work together to solve real-life math problems. They are taught strategies that they can use at home. During Fine Arts night, parents and students will work together in all content areas including the fine arts. (Parents work with students on the MyOn Reading program as well as other technology-related programs that are available at school and at home. |
| How will the school implement activities that will build relationship with the community to improve student achievement? |
| School board members, business partners, and volunteers are invited to all events taking place at Shady Hill. Examples are Veteran’s Day, Holiday concerts, SAC meetings, Fall Festival, Career Day, Volunteer Appreciation, etc. |
| **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 resource room is located in the Media Center and is available anytime for parents.  (2) Most parents visit in the mornings, and it is communicated through Skylert messaging and newsletters.  (3) Teachers can direct parents to the resource room on campus. Teachers can also request needed materials for parents from the district Title I resource room. Teachers then receive items and provide to parents. The Title I resource Van is also on our campus throughout the year and is communicated to parents through the school calendar and through our messaging system and 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**.

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| 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 |
| K-5 Family Reading Night | Literacy CAS | Increased foundational literacy skills. | October 2019 | Parent surveys & iReady diagnostic data |
| Title I Annual Meeting | Debra Riedl | Increase parent involvement which will directly impact students reading and math achievement | August, 2019 | Parent suveys and iReady diagnostic |
| Publix Math Night | Jordan Surdam | Increased Math foundational skills | March, 2020 | Parent suveys and iReady diagnostic |
| MyOn Reading Night | Literacy CAS | Increase reading fluency and comprehension | May, 2020 | Parent suveys and iReady diagnostic |
| Night of the Arts | Fine Arts teachers | Increase reading and math skills | Dec, 2019 and April, 2020 | Parent surveys and iReady diagnostic |

*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]

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| 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. |
| SHE offers PD designed to assist teachers in leveraging the value of parental involvement. During teach Tuesday and department meeting the principal, assistant principal and Title I Liaison share updated information on parental involvement. Teachers are shifting to student lead parent-teacher conferences and open house. This information was originally disseminated by the Title I department to school-based administrators and to family liaisons. The information is shared with teachers through TEACH Tuesday trainings. |
| …how to reach out to, communicate with, and work with parents and families as equal partners. |
| SHE is incorporating information shared by the District Title I Fall training focusing on best practices for supporting parents at home through creative parent engagement opportunities. This information is shared with teachers during out TEACH Tuesday trainings as well as during department meetings throughout the school year. |
| …implementing and coordinating parent and family programs and building ties between parents and families and the school. |
| The Student-Led Conference:  During this training, teachers will learn how to effectively hold a student-led conference with student and parents and how the student is accountable for their learning. |
| (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) Trainings take place on Tuesdays after school. Trainings will include family engagement strategies.  (2)Documentation collected will include staff surveys. |

# COLLABORATION OF FUNDS

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| 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 to educate families in the |
|  | **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.*