

# Harbour View 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!**



Principal Name: Robert Hensel

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

School Year: 2020-2021



# BARRIERS

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

Summarized data from stakeholder engagement surveys from events held during the 19-20 school year (not applicable to new Title I, Part A schools).
Through our parent surveys of the events as well as our Title I Parent survey, the majority of parents wanted earlier meeting times for meetings and events. Third grade parents were highly interested in FSA training and information, whereas 4 <sup>th</sup> and 5 <sup>th</sup> grade parents did not see a need for this training. Parents and families saw a benefit from the science night.
Describe the barriers that hindered the participation and engagement of parents and family members during previous school years.
<ol style="list-style-type: none"> <li>1. Many students (approximately 125 students) are out of area</li> <li>2. There are 125 ELL students on campus and the majority of them speak Spanish for their at home language</li> <li>3. Time of meetings</li> <li>4. Many parents work at night</li> <li>5. Many families do not have access to transportation</li> </ol>
(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).
<ol style="list-style-type: none"> <li>1. Time of Meetings- schedule parent engagement activities at a variety of times throughout the year</li> <li>2. No access to transportation– we will post trainings and resources (in both English &amp; Spanish) on our website so that families (who attended and those who could not attend) can access them after the training</li> <li>3. At home language is Spanish- all communications that are sent home or spoken via the phone will be translated in Spanish and we will have a Spanish interpreter at all of our Title I parent events</li> </ol>
What is your Parent and Family Engagement Plan goal for the 2020-2021 school year ( <i>must be tied to student academic achievement and aligned with your school improvement plan</i> )?
If parents are trained and given instructional tools to have higher-level discourse with their students, then our students' overall ELA Achievement level based on the FSA assessment will increase three percentage points to 46% this school year.

# COMMUNICATION AND ACCESSIBILITY

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21<sup>st</sup> 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 and resources (in both English & Spanish) will be posted on our website so that families (who attended and those who could not attend) can access them after the training.

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, and upcoming school-family events will be created using clear, and easy to understand language (removing academic or industry terms/acronyms whenever possible); and sent home via students, Skylert alerts to registered phone numbers, school-wide emails to registered users, and monthly newsletter.

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 30 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 meeting (September 2020), school based website and newsletters.
2. Families will be notified about the forms of assessments through teacher communications, ongoing school meetings such as Annual Title I Meeting, FSA Night, Science Night, SAC, and Summer Prep Workshop.
3. The achievement levels that students are expected to obtain will be described and explained during the Annual Title I Meeting, and ongoing academic based family engagement events such as FSA Night, Science Night, SAC, and Summer Prep Workshop. We will also discuss our school's goals and our targeted students at these meetings.
4. 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 are an integral part of SAC. This body is responsible for making decisions that impact the school. This body helps set our school's goals and foci.
2. Families and community members have the opportunity to share feedback after each family and community engagement events, the annual survey for the school based Parent and Family Engagement Plan and School Improvement Plan, the Annual District Family and Community Survey.
3. Parents will also be encouraged to submit a parent survey in order to help us prepare for the next school year.

We will communicate these opportunities for parents to participate in both Spanish and English via our monthly Newsletter, Skylert- phone call system, Flyers, Twitter, and our Parent Liaison.

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/0591>. 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. Plan the meeting time, date and location (on same day as Open House to maximize attendance)
2. Create an agenda for meeting
3. Create flyer, invitation (translate if necessary)
4. Advertise event in the August newsletter to send home with students
5. Post on website
6. Skylert broadcast after Labor Day
7. Train teachers on our Title I program, budget, and the agenda for parents
8. Conduct meeting (Sept. 10. 2020), keep sign-in sheets, and copies of the agenda

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) We will discuss where our three ESSA subgroups (ELL, Africa-American, and SWD) fell short last year and our efforts to move them all to proficient levels this year.
- (2) We will explain what school choice is and that they have this option.
- (3) We will discuss their rights as parents of students in a Title I school: ask for meetings/trainings, review results of annual survey, review achievement data, review the PFEP, and review the 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?

We will send home flyers, post information in our newsletter, school marquee, school wide emails, and broadcast Skylert phone messages in English and Spanish to inform our parents.

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.

We involve parents through our SAC committee as well as our annual survey in order to make decisions and review how we have spent our funding, the curriculum we have purchased, and well as ways to improve our program. We will send out information on how to be involved over school wide email, newsletters, Twitter, and broadcasted Skylert messages.

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 – We will hire school personnel to provide childcare at events when necessary
- Additional Services to remove barriers to encourage event attendance – We will provide Spanish interpreters at events in order to translate information to our Spanish speaking parents.

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

We utilized the information from our annual parent survey, school based parent engagement activities surveys, and SAC meetings to determine the best meeting times for our parents.

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)
- 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?

Our parents requested help and information on how to help their students read better and perform and understand math and science more in depth. They want their students to succeed on the state assessments. If the delivery of instruction is changed and/or delayed, teachers will provide tutorials for parents in order for them to help their student(s) be successful.

How will the school implement activities that will build relationship with the community to improve student achievement?

We have many outside agencies partnered with our school. Tutors for Kids, Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages have committed to tutoring and/or mentoring our students. The Villages Rotary Evening Club, Sophisticated Gents, and Hispanic Club of The Villages have all committed to have a member on our SAC. The Sophisticated Gents and Hispanic Club of The Villages have committed to help with our two of our identified ESSA subgroups: African-American and ELL students. The Villages Rotary Evening Club has committed to tutor using Zoom as well.

**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.

N/A

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?

N/A

## 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	<u>Measurable</u> Anticipated Impact on Student <b>Achievement</b> (aligned with School Improvement Plan)	Month/Year Activity will take Place	Evidence of Effectiveness
<a href="#">Example</a> K-5 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)	Rob Hensel-Principal	Parent increased knowledge of Title I as well as state assessment and standards	September 2020	Parent surveys
FSA Parent Night	Tammie Swinehart-Literacy CAS & Sheri Salem-Math CAS	Parent training and increased knowledge on literacy and math skills assessed by state	October 2020	Parent surveys
Science Night	Sheri Salem-Science CAS	Parent training and increased knowledge on science skills assessed by the state	January 2021	Parent surveys
Summer Slide Prevention	Tammie Swinehart-Literacy CAS & Sheri Salem-Math CAS	Parent training and resources to help prevent summer slide in reading and math	April 2021	Parent surveys

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.
<p>HVES is now a hub school for students with Autism. Our teachers and administrators are being trained on strategies to help our students with Autism and their parents. We will continue our UDL training with our teachers in order to help our ESE and ASD students successful.</p> <p>In addition, our APs will provide training to our teachers on how to conduct effective parent/teacher conferences and effective forms/strategies for two-way communication</p>
...how to reach out to, communicate with, and work with parents and families as equal partners.
<p>Our parent liaison will conduct a training for our staff on how to communicate and reach out to parents for their help, input, and guidance. A lead teacher will conduct an after school training on how to effectively use and communicate to parents via Class Dojo. Our CAS will train our teachers on our first early release day, September 23, 2020, on how to effectively communicate school related information such as course grades, IEP &amp; 504 information, and available district and school family resources.</p>
...implementing and coordinating parent and family programs and building ties between parents and families and the school.
<p>Our literacy CAS will conduct a training on how to educate our parents on the trainings and programs we be offering throughout the year as well as resources for them and their student(s). She will also coordinate with teachers and parents to help schedule events.</p>
(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?
<p>(1) We will have our parent liaison train our staff on our first early release day, September 23, 2020.</p> <p>(2) Sign-in sheets, power points, and surveys</p>

## 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"/>	<b>Title I, Part A</b> - 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"/>	<b>Title I, Part C</b> - 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 type="checkbox"/>	<b>Title I, Part D</b> – 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"/>	<b>Title II, Part A</b> – 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"/>	<b>Title III, Part A</b> – 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"/>	<b>Title IV, Part A</b> – 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 schools and to promote the involvement of parents.
<input checked="" type="checkbox"/>	<b>Title IV, Part B</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.

☒	<b>Title IX</b> – 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.
☒	<b>VPK</b> – 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.*