



SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN

2024-2025

Stanley Switlik Elementary School

Linda Diaz

3400 Overseas Highway, Marathon, Florida 33050

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

Assurances:

- The school will be governed by the statutory definition of "parents and family engagement" as defined in ESSA Section 8101, and is expected that to carry out programs, activities, and procedures in accordance with this definition.
- The school will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in all of its Title I, Part A programs consistent with Section 1116 of the Every Student Succeeds Act (ESSA). Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [ESSA Section 1118(a)]
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), each school served under this part will develop a Home-School Compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [ESSA Section 1116(d)]
- In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand. [ESSA Section 1116(e)(f)]
- The school will involve parents and family members of children receiving services under this part in the decisions regarding how funds reserved are allotted for parental involvement activities. [ESSA Section 1116(3)]
- The school will use funds reserved under this part to carry out activities and strategies consistent with the parent and family engagement policy as outlined in ESSA Section 1116(3).



Parent and Family Engagement Mission Statement

How is the parent and family engagement plan a shared responsibility?

How will this plan assist in providing high quality instruction for all learners?

Response:

The Monroe County School Board has crafted a mission statement emphasizing the importance of collaboration in inspiring excellence in every student each day. The purpose of the Parent and Family Engagement Plan (PFEP) is to foster this collaborative approach. Children thrive when parents, teachers, and schools work together. When parents engage in conversations with their children about school, expectations, and future planning, it helps create a positive environment focused on achieving meaningful outcomes. Research shows that students with involved parents—regardless of income, background, or language—are more likely to succeed academically, remain in school, and contribute positively to their communities.

Involvement of Parents and Families

The school will involve parents in the planning, review and improvement of Title I programs including parental involvement and in the decisions process for how parent engagement funds will be used by:

Response:

The school will actively engage parents in the planning, review, and enhancement of Title I programs, including parental involvement, and in the decision-making process for utilizing parent engagement funds through the following methods:

- **SAC Meetings:** Parents are invited via marquee announcements, social media, and flyers. The agenda and meeting minutes are posted on the school website, and teachers regularly communicate with parents through Dojo. Additionally, parents may virtually attend SAC meetings.
- **Monthly Family Activities:** Events such as PTK (Parent Teacher Kid) nights, grade-level showcases, student performances, recognition ceremonies, and holiday celebrations are organized. Success is gauged by participation levels and feedback received through the communication channels.
- **Parent Input and Feedback:** Parents can share their thoughts through the Title I Survey, SAC meetings, school events, PTO activities, parent conferences, and additional surveys for unexpected community decisions. Parents are asked to complete multiple surveys throughout the year that provide school leadership with input for the formation of our school plans. These surveys include the Beginning and End of Year Parent and Family Engagement Survey, Use of Federal Funds Survey, and the Title I PFEP/SIP Evaluation and Feedback Survey

The School Advisory Council maintains a webpage where SAC agendas and minutes are readily accessible.



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Coordination and Integration

The school will coordinate and integrate the following Parent & Family Engagement programs and activities with other Federal Programs, to the extent feasible and appropriate, in an effort to teach parent how to help their children with the home setting:

	Program	Coordination
1	ELL Parent Nights	Of the five PTK nights, two will be designated as EL nights. Spanish translation is provided at all five PTK nights. The Title I Department coordinates with EL and Title I school contacts to identify how Parent Engagement can help support these events and students.
2	Early Childhood Education & VPK families	Kindergarten round-up occurs in the Spring. Title I and the school coordinates with local pre-kindergarten programs and the school-based VPK/Head Start programs to provide materials and information for children transitioning to kindergarten.
3	McKinney-Vento/CHIPS	After school tutoring targets students based on academic need. When a student is identified through CHIPS as a candidate, they are included. Collaboration also includes clothing, supplies, and holiday need.

Annual Parent Meeting (Title I Night)

The school will conduct an annual meeting designed to inform parents of participating students about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance) and the rights of parents through the following activities:

	Program	Person Responsible	Timeline	Evidence of Effectiveness
1	School will hold Annual Parent Meeting within the first two months of school and notify parents through social media and send-home, multilingual flyers.	Kerry Senecke (Title I Site Contact) Kerri Worthington (Literacy Coach)	9/11/24 9/18/24	Sign in sheets, PowerPoint presentation from PFEC, Title I Night Checklist, Title I Night Flyer.
2	Development of agenda for Annual Parent Meeting.	Kerry Senecke (Title I contact)	9/11/24	Completed Agenda.
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Kerry Senecke (Title I contact)	9/11/24	Copies of presentation from District PFEC, Title I Night planning checklist.
4	Advertise and notify parents by social media, DOJO, and multilingual flyers.	Kerry Senecke (Title 1 site contact)	9/11/24	Facebook School website DOJO



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		Kerri Worthington (Literacy Coach)		Flyers in English and Spanish
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Flexible Parent Meetings

How will the school offer flexible opportunities for parents and families to participate in organized and ongoing activities and meetings?

Response:

The school will host monthly PTK meetings in the evenings to promote home literacy, math, and STEM initiatives. Parent-teacher conferences, MTSS meetings, and IEP meetings will be scheduled flexibly, including before and after school, as well as during the school day. For parents unable to attend in person, virtual conference options will be provided. Additionally, interpreters will be available to assist Spanish-speaking parents as needed.

Building Capacity – Parent and Family Activities/Workshops

The school will implement the following activities in order to build the capacity for thriving parent and family engagement and to support an established partnership between school, families and the community. These activities will drive student success and academic achievement.

	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	Leadership Team	Parents will be aware of curriculum and classroom expectations which will increase student achievement with support from home.	9/11/24 9/18/21	Agenda, Flyers, Title I Night Presentation, sign in sheets, verbal feedback, progress monitoring of student growth.
2	PTO Activities	PTO	Increased parent involvement will impact student achievement.	Year-long	Agenda, events, social media invitations, Dojo invitations, PTO luncheon invitations



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3	PTK Nights	Title I Contact BLPT Members/ Faculty	Provide families with knowledge, resources, and strategies to help their students increase academic achievement.	10/23/24, 12/4/24, 1/29/25, 2/5/25, 4/16/25	Social media/flyers, sign in sheets, agendas, student work products, analysis of progress monitoring data through standardized and non-standardized methods.
4	Grade-level showcases	Title I Contact BLPT Members/Fa culty	Showcase of student projects to engage parents and students while bridging at-home and at-school connection.	10/23/24, 12/4/24, 1/29/25, 2/5/25, 4/16/25	Social media/flyers, sign in sheets, agendas, student work products, analysis of progress monitoring data through standardized and non-standardized methods.
5	EL Nights	Title I Contact Administrati on/ Faculty	Provide support, resources, and collaborative parent training to our EL families.	12/4/24 & 2/5/25	Social media/flyers, sign in sheets, agendas, student work products, analysis of progress monitoring data through standardized and non-standardized methods.
6	STEM Fair	Title I Contact BLPT Members/Fa culty	Development of student projects, increasing parent awareness and connections between school and home	12/10/24	Social media/flyers, sign in sheets, agendas, student work products, analysis of progress monitoring data through standardized and non-standardized methods to show increased learning gains.

Staff Training

The school will provide the following professional development activities to educate and support teachers and school staff on how to reach out to, communicate with, and work with parents and families as equal partners.

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PFE Training 1: Back to Basics – Effective Family Communication Techniques	District Parent and Family Engagement Coordinator	By improving the quality and consistency of communication between school staff and families, it will directly support an environment where families and schools work together productively to enhance student achievement.	November 2024	Agendas, evaluation/survey responses, attendance sheet, Presentation video



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PFE Training 2: Hosting Effective Parent-Teacher Conferences	District Parent and Family Engagement Coordinator	Effective parent-teacher conferences lead to stronger partnerships, timely support and clearer academic goals, all of which will contribute to better student outcomes.	January 2025	Agendas, evaluation/survey responses, attendance sheet, Presentation video
PFE Training 3: Empowering Families to Support Student Learning	District Parent and Family Engagement Coordinator	Empowering families to support learning creates a stronger home-school connection and ensures consistent academic reinforcement. This will help with student outcomes specifically with <i>Summer slides</i> in learning.	April 2025	Agendas, evaluation/survey responses, attendance sheet, Presentation video

Other Activities

The school will conduct activities, make resources available to families and provide encouragement and support to families so that they can more fully participate in the educational journey of their child by:

Response:

We maintain a Parent Resource Center that provides information about our school and the Title I Program, as well as academic resources for parents.

Our school keeps parents informed about activities and important news through the Dojo App at both the classroom and school levels. We also share updates via our school Facebook page, the marquee, bilingual flyers sent home, and messages through Blackboard Connect.

Communication

The school will provide parents of participating children with TIMELY information about the Title I program and activities by:

Response:

Our school regularly communicates essential information to parents through the Dojo App at both classroom and school levels. We also share updates on our school Facebook page, the marquee, multilingual flyers, and resources sent home, and through Blackboard Connect messages.

At the start of the school year, we host two Title I nights alongside our open house/curriculum nights. Throughout the year, we organize multiple PTK nights in partnership with Title I to keep parents informed and engaged.



Communication (cont.)

Descriptions and explanations of the academic curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are shared through:

Response:

Clear and transparent communication between schools and parents about the academic curriculum, assessment methods, and proficiency levels is essential for helping parents effectively support their children's educational journey.

- Parent Meetings or Conferences: Regular meetings or conferences provide an opportunity for teachers or school administrators to explain the curriculum in detail, discuss assessment methods, and outline proficiency benchmarks.
- Curriculum Nights/Open Houses/Annual Meetings: These events are specifically designed to help parents understand the curriculum structure, subjects covered, teaching methodologies, and assessment techniques.
- School Newsletters or Emails: SSE regularly sends communications or emails with updates on the curriculum and upcoming assessments.
- School Websites or Portals: The school website and Facebook platforms offer detailed information about the curriculum, assessment practices, and proficiency standards for each grade level or subject.
- Parent Handbooks: SSE's handbook serves as a comprehensive guide for parents.
- Parent-Teacher Communication: Individual teachers reach out to parents directly via email, phone calls, or messages to discuss the curriculum, assessment strategies, and ways parents can support their child's learning.
- Progress Reports or Report Cards: These documents summarize a student's performance across subjects and indicate their proficiency levels.

Communication (cont.)

Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children;

Response:

By providing diverse opportunities and channels for communication and participation, schools can ensure that parents feel valued, heard, and able to make meaningful contributions to their children's education.

- Parent-Teacher Conferences: Facilitate two-way communication, allowing parents to actively engage in decision-making.



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- School Advisory Committee (SAC): Offers parents a platform to share suggestions and contribute to decision-making processes.
- Surveys and Feedback Forms: Gather and analyze parent feedback, involving them in decision-making based on their input. Title I Surveys are given to parents/guardians throughout the year for input including Beginning/End of Year Parent and Family Engagement Surveys, Use of Federal Funds Survey, and End of Year School Plan Evaluation surveys.
- Parent-Teacher Organizations (PTO): Encourage parents to engage and participate in decision-making efforts.
- Parent Surveys for Policy Input: Collect input through surveys or focus groups and incorporate their suggestions into policy decisions.
- Collaborative Projects or Events: Organize joint activities where parents can contribute their skills, expertise, or cultural backgrounds, fostering a sense of involvement and partnership in their children's education.

Communication (cont.)

A means to document parent comments/concerns regarding the Schoolwide Improvement Plan/School Improvement Plan (SIP) and Parent and Family Engagement Plan (PFEP) when they are not satisfactory to the parents of participating children. The school will include documentation of parent comments/concerns/questions with the plan that will be made available to the local education agency (LEA) by;

Response:

We solicit parental input through our SAC meetings, PTO participation, surveys, and verbal feedback during our events. Evidence of parental input, including comments expressing dissatisfaction, will be noted, and submitted to the Title I District office as part of the Parent and Family Engagement Plan process.

Accessibility

The school will provide full opportunities for participation in parent and family engagement activities for all families (including parents with limited English proficiency, disabilities, migratory, and homeless children) by:

Response:

By implementing inclusive strategies, SSE ensures that all families feel welcomed, valued, and have equal opportunities to participate in their children's education.

- Multilingual Communication: Provide translated documents, interpreters at meetings, and multilingual staff to support effective communication.
- Accessibility Considerations: Ensure that all engagement activities are accessible to parents with disabilities.



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- **Flexible Scheduling:** Offer meetings, workshops, and event options at various times to accommodate parents who work unconventional hours due to migratory lifestyles or other commitments.
- **Cultural Sensitivity:** Honor and celebrate diverse cultural backgrounds to foster an inclusive environment for all families.
- **Community Partnerships:** Collaborate with community organizations or agencies to provide additional support and resources for families facing challenges such as homelessness or migratory lifestyles.
- **Tailored Support Services:** Provide specialized support services or guidance counselors to help families navigate issues like homelessness or migration, ensuring they can access educational resources.
- **Technology Integration:** Leverage technology platforms and tools to engage families who cannot attend in-person activities.

Awareness and Training: Equip educators and staff with training to effectively engage and support families from diverse backgrounds, promoting sensitivity and understanding of their specific needs.

Barriers

Describe barriers that hindered participation by parents during the previous school year and what steps the school will take during the current school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children).

Response:

Stanley Switlik Elementary, after reviewing the previous years' Parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement.

Barrier (including specific subgroup)	Steps the School will Take to Overcome
Some stakeholders may not be able to attend SAC/PTO meetings due to evening obligations.	SAC and school-based PTO meetings were moved to 8:30am to better accommodate parent schedules. Additionally, PTO is hosting luncheons off campus to promote parent connections and participation in PTO activities.
Our Spanish-speaking population has continued to increase while resources have remained the same.	We are placing greater emphasis on our two school based EL family nights to provide additional language support and resources. We are utilizing live translation technologies through PowerPoint during PTK and Title I night presentations to support non-English speakers.