



SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN

2023-2024

Stanley Switlik Elementary School

Linda Diaz

3400 Overseas Hwy, Marathon FL 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)]



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- 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?

The Monroe County School Board has developed a mission statement indicating that schools strive to work together to inspire and bring excellence to every student every day. The purpose of the PFEP is to create a collaborative model. Children learn best when parents, teachers, and schools work together. Parents talking with their children about school, expectations, and future planning help ensure school activities are positive and focused on an intended outcome. Students with involved parents, regardless of income, background, or language, are more likely to do better in school, stay in school, and become productive citizens of their community.

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:

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SAC meetings – parents are invited through marquee, social media, and flyers. The agenda and meeting minutes are advertised on the school webpage. Teachers use Dojo and communicate frequently with parents.

Family activities are held monthly and include PTK (Parent Teacher Kid) nights, grade-level showcases, student performances, recognition ceremonies, holiday events, etc. Success is measured by the level of participation and feedback provided through the communication channels indicated above.

Input and feedback from parents include the Title I Survey, SAC meetings and minutes, School Events, PTO and PTO activities, Parent Conferences, and additional surveys for unanticipated community decisions.

The School Advisory Council has a webpage where SAC agendas and minutes are posted.



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School's Title I's webpage includes parent resources, surveys, valuable information, brochures, compact, Parents Right to Know, and much more.

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	One middle Keys EL (English Learners) parent night is held. It is a collaboration between Marathon High School, Stanley Switlik Elementary, and Big Pine Charter. EL coordinates with Title I resources.
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	Title I: Afterschool tutoring targets students based on academic need. When 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, multi-lingual flyers.	Tanya Sly (Title I Contact) Kerri Worthington (Inventionist)	Deadline is October 10. Preferably in August – September 2023	Sign in sheets, PowerPoint presentation from PFEC, Title I Night Checklist, Title I Night Flyer.



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2	Development of agenda for Annual Parent Meeting.	Tanya Sly (Title I Contact)	August – September 2023	Completed Agenda.
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Tanya Sly (Title I Contact)	August – September 2023	Copies of presentation from District PFEC, Title I Night planning checklist.
4	Advertise and notify parents through school communications, send-home materials and approved social media.	Tanya Sly (Title I Contact) Kerri Worthington (Interventionist)	August – September 2023	Facebook, Dojo, Multi-Lingual Flyers

Flexible Parent Meetings

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

The school will offer monthly PTK meetings in the evenings to support home literacy initiatives. Parent/teacher conferences, MTSS meetings, and IEP meetings will be held at flexible times including before school, after school, and throughout the school day. Virtual conferences will be available for parents who cannot attend in person. Interpreters will be available as needed to assist Spanish-speaking parents.

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	Tanya Sly (Title I Contact)	Knowledge of Resources	August/September/early October 2023	Agenda, Title I Night Presentation, sign in sheets, and survey results
2	PTO Activities	PTO	Increased Engagement	Year-long	More engaged parents, sign in sheets, agendas for meetings



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3	Avid Strategies	Administration/ Staff	Parent strategies training and implementation; increase independence and grit for all students for overall improved student achievement.	Year-long	Analysis of progress monitoring data through standardized and non-standardized methods throughout the school year.
4	PTK Nights	Title I Contact BLPT Members/ Faculty	Provide families with knowledge, resources and strategies to increase academic achievement.	Quarterly	Social media/flyers, sign in sheets, agendas, student work products, analysis of progress monitoring data through standardized and non-standardized methods.
5	Curriculum Nights	Title I Contact BLPT Members/ Faculty	Development of student projects, increase parent awareness and connections between school and home	Year-long	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/Faculty	Development of student projects, increase parent awareness and connections between school and home	January 25, 2024	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.
7	Grade-level showcases	Title I Contact BLPT Members/Faculty	Showcase of student projects to engage parents and students while bridging at-home and at-school connection.	October, November, March, April	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.
8	EL Night	Title I Contact Administration/ Faculty	Provide support and collaborative parent training to our EL families.	February	Social media/flyers, sign-in sheets, completed agendas, photos.



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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: Continued Contact: Strategies for Connection	District Parent and Family Engagement Coordinator	Best practices and additional resources for communicating with and engaging parents during the School Year. This results in stronger relationships between parent and teacher, more involved parents and increased student achievement.	Q1/Q2 2023	Agendas, evaluation/survey responses, attendance sheet, Presentation video
PFE Training 2: Language Line	District Parent and Family Engagement Coordinator	A positive student impact will result as staff become more aware of our translation services in order to better communicate with our high rate of non-English speaking families.	January 2024	Agendas, evaluation/survey responses, attendance sheet, Presentation video
PFE Training 3: TBD	District Parent and Family Engagement Coordinator	Parent and Family Engagement Coordinator will evaluate what areas of support are most needed and provide adequate training to aid schools in evolving their parent and family engagement efforts.	April 2024	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:

Maintaining a Parent Resource Center with information on our school and the Title I Program. It also includes academic resources for parents.

Our school communicates important information about activities and school news regularly with parents through the Dojo App on both a classroom and school-level. We also send out information on our school Facebook page as well as our school Marquee, send-home flyers in English and Spanish, and Blackboard Connect messages.



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Communication

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

Our school communicates all important information regularly with parents through the Dojo App on both a classroom and school-level. We also post information on the school Facebook page as well as on our school Marquee, send-home flyers in English and Spanish, and Blackboard Connect messages.

In the beginning of the school year, we host Title I Night paired with our PTK night. We also hold multiple PTK nights in partnership with Title I throughout the year 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:

Clear and transparent communication between schools and parents regarding the academic curriculum, assessment methods, and proficiency levels helps ensure that parents are well-informed and can support their children's educational journey effectively.

- **Parent Meetings or Conferences:** regular meetings or conferences where teachers or school administrators explain the curriculum in detail, discuss assessment methods, and outline proficiency benchmarks.
- **Curriculum Nights/Open Houses/Annual Meeting:** designed specifically for parents to understand the curriculum structure, subjects covered, teaching methodologies, and assessment techniques.
- **School Newsletters or Emails:** regular newsletters or emails from SSE include updates on the curriculum and upcoming assessments.
- **School Websites or Portals:** 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 communicate directly with parents via email, phone calls, or messages to discuss the academic curriculum, assessment strategies, and how parents can support their child's learning.
- **Progress Reports or Report Cards:** summarize a student's performance in various subjects and indicate their proficiency level.



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Communication (cont.)

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

By creating varied opportunities and channels for communication and involvement, schools can ensure that parents feel valued, heard, and have meaningful contributions to the education of their children.

- **Parent-Teacher Conferences:** two-way communication, allowing parents to actively participate in decision-making.
- **School Advisory Committee (SAC):** enables parents to share suggestions and contribute to decision-making processes.
- **Surveys and Feedback Forms:** Analyze this feedback and involve parents in decision-making based on their suggestions.
- **Parent-Teacher Organizations (PTO):** engage and participate in decision-making processes.
- **Parent Surveys for Policy Input:** input from parents through surveys or focus groups. Incorporate their suggestions into policy-making decisions.
- **Collaborative Projects or Events:** collaborative projects or events 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:

We solicit parental input through our SAC meetings, 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.



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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:

By adopting strategies, SSE creates an inclusive environment where all families feel welcomed, valued, and have equal opportunities to participate in their children's education.

- **Multilingual Communication:** includes translated documents, interpreters during meetings, and multilingual staff to facilitate communication.
- **Accessibility Considerations:** Ensure that engagement activities are accessible to parents with disabilities.
- **Flexible Scheduling:** Offer various timing options for meetings, workshops, and events to accommodate the schedules of parents who might work unconventional hours due to migratory lifestyles or other commitments.
- **Cultural Sensitivity:** Respect and celebrate diverse cultural backgrounds to create an inclusive environment for all families.
- **Community Partnerships:** Collaborate with community organizations or agencies to provide additional support and resources for families facing specific challenges, such as homelessness or migratory lifestyles.
- **Tailored Support Services:** Offer specialized support services or guidance counselors who can assist families dealing with homelessness, migration, or other challenges in navigating educational systems and accessing available resources.
- **Technology Integration:** Utilize technology platforms and tools to facilitate engagement for families unable to attend in-person activities.
- **Awareness and Training:** Provide training for educators and staff on how to effectively engage and support families with diverse backgrounds, ensuring sensitivity and understanding of their specific needs.