

Parent and Family Engagement Plan

2020-2021

Greenville Elementary School

## 729 SW Overstreet Ave. Greenville, FL 32331

Assurances

* Describe how parents of children served in Title I, Part A are involved in decisions about how Title I, Part A funds are spent.
* Describe how the school will carry out the programs, activities, and procedures in accordance with the definitions in Section 8108of ESEA.
* Describe how the school's Parent and Family Engagement Plan was jointly developed/revised with parents and made available to the local community.
* Describe how the parents and families at the school are involved in planning, reviewing and improving the school wide program plan.
* Describe how the plan uses the findings of the parent and family engagement plan review to design strategies for more effective engagement.
* Describe how the school will notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or teachers who are out of field.
* Describe how the school will provide each family with timely notice regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.
* Describe how the school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments. [ESEA Section 1116)

# Mission Statement:

The mission of Greenville Elementary Parent and Family Engagement Plan is to provide ongoing and meaningful opportunities for parents to take an active role in their children's education.

**Goal**

Our goal is to increase proficiency in all core areas by using standard based instruction, the MTSS process with consistency and fidelity, and engaging parents in their children's daily instruction.

**Strategies/Action Steps**

**Strategy #l** Teach parents about how to interpret the results of the 2018-2019 FSA Results and the first i­ Ready Diagnostic results in reading and mathematics will increase academic achievement in students who scored a level I or 2 on the FSA in reading and/or mathematics.

**Action Step:** Parents will be trained how to interpret testing data through Principal chats. This activity) will be executed with al l students who scored a level I and 2 on the FSA in Reading and/or mathematics. **Strategy** # 2: Parents will be introduced to teaching strategies and resources that wiII assist them in assisting their children with their assignments in class and homework.

**Action Step:** Teachers who are experts i n the subject matter will demonstrate effective instructional strategies that will assist parents in successfully helping their children with their assigned tasks. The expert teacher will also share websites that will assist their children in comprehending the concept being taught in reading and/or mathematics. This will be done on a monthly basis.

**Strategy #3** Parents will be introduced to the i-Ready Program and how it is used to remediate and enrich their children in reading and mathematics.

**Action Step:** Parents will be introduced to i-Ready by using the school reports rather than individual report during PTO/SAC Meeting. Parents who have students who are reading and/or executing mathematics below grade level can receive data on their children. They will also be given a report on their children's skills that they have mastered and those that they have not mastered during Principal Data Chats.

**Involvement of Parents**

Describe how the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116)

**Response:**

At GES our parents' decisions will be requested and respected. Parents will be involved in the planning, review, and the improvement of the Title I program including involvement of the decisions regarding how funds for parental involvement will be used by using the following methods:

1) One Call messengerand back pack note will be used to disperse important information.

1. School Website-utilized by parents, students, teachers, and community members as a means to access information. The Parent and Family Engagement Plan and the School Improvement Plan is also located on this site.
2. Face book Page- It is another source where parents, teachers, and students can access important information about the time and place of Title 1 meetings.
3. Title I Newsletter- The Liaison for the county dispersed monthly newsletters to each school so that parents will have access to any information concerning Title 1 programs.

S) Colt’s Newsletter - This is another source to announce parental meetings that engages them in the academics.

1. SAC Meeting- SAC consist of parents, teachers, administration and community members that will meet monthly. This group seeks parental input regarding the planning, review, and improvement of the Title 1 programs including involvement in the decisions how funds for parental involvement will be used.
2. School Flyers- They are sent home by the students to remind the parents to attend the SAC'/PTO Meeting every second Monday of the month.
3. PFEP Title I Survey- At GES, a parent engagement survey is conducted annually and the data is used in planning and making changes for the following year.

Parents will be invited to the Title I meeting and giving opportunity to share concerns, provide input and review the previous year Parent Involvement Plan. This communication will be documented by sign-in sheets, agendas, and presentation of the SIP and PFEP.

**Coordination and Integration with Other Federal Programs**

* + Describe how the school will coordinate and integrate parent and family engagement programs and activities.

|  |  |  |
| --- | --- | --- |
| Count | Pro am | Coordination |
|  | Head Start | A Head Start Program is housed on the campus of GES and is operated by North Florida Child Development. This program is often invited to all educational assemblies and activities held on GES campus. Many students from the Head Start Program are transition into the Voluntary Pre-K Program.. |
| 2 | Voluntary Pre-K | GES has a full day VPK program. We provide these students with developmentally appropriate and researched- based early learning activities. The instruction is delivered by certified teachers, who create a family and friendly environment that support parent engagement opportunities.. |

* + Describe how the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home. [ESEA Section 1116]

|  |  |  |
| --- | --- | --- |
| count | Program | Coordination |
| 3 | Title 1 | Classroom teachers, MTSS Coordinator, and the administration will provide parents with resources and strategies to help their children at home through conferences, phone conferences, flyers, and the Blackboard Connect-ED. |
| 4 | Title II | Administration will ensure that teachers areexecuting professional development that will increase student achievement. The teachers will use the best practices to assist their parents in using the strategies to teach their children at home. |
| 5 | Parent Night | A teacher that is an expert in reading or mathematicswill be introducing parents to different strategies that will be used to assist students in meeting benchmarks for testing. |
| 6 | StudentConferences and Data Chats | Parents and students will participate in ongoing chats with theteacher and the principal. Parents will be informed on their children's weaknesses and strengths and how to improve their weaknesses. |
| 7 | Exceptional Educational Programs | The district and school- based personnel oversee supportfacilitation services to students who are deemed eligible for ESE services. Parents can receive translation services during meetings and educational materials to support the ESE student. |

# Annual Parent Meeting

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families about the school's Title I program, including a description of the nature of the Title I program, and a description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Count | Activity tasks | Person Responsible | Timeline | Evidence of Effectiveness |
| 1 | Determine date and location of Title 1 Annual Meeting | Jennifer Williams (Parent Liaison) and Mr. Plummer (SAC Chairperson Chair) | Fall 2020 | Agendas, Minutes, Handouts, and Sign-in sheets |
| 2 | Develop Title 1 Annual Meeting Flyer | Jennifer William and Principal | Fall 2020 | Agenda, Sign-In Sheet, |
| and Completed Flyer |
| 3 | Distribute Title 1 Annual Meeting Flyer | GES Principal and Teachers | Fall 2020 | Responses from Parents |
| and Call One. |
| 4 | Conduct Title I Annual Meeting and an overview of an academic day at GES | Principal, MTSS Coordinator, and Teachers | Fall 2020 | Sign-In Sheets and feedback from survey or exit ticket. |
| 5 | Seek input from parents about the compact and PFEP | Mr. Plummer, Jennifer Williams | Spring 2021 | SAC Agenda, Minutes, 2020-2021 PFEP and Title l Compact 2020-2021 |

# Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening. Also, describe how the school will provide, with Title I funds, services (i.e. child care, home visits) to assist with parent and family engagement.

**Response:**

GES is committed to meeting all students need by communicating with parents throughout the year. We strive for flexibility in times, locations, and accommodations for parent engagement.

Our faculty is available before school, during planning times, as well as afternoons to meet with parents. We pride ourselves on finding ways to engage parents in the learning process. As we execute activities during the year to assist parents in their children's education, we will provide services so as child care, food, and transportation.

# Building Capacity

* + Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.
	+ Describe how the school will implement activities that will build relationships with the community to improve student achievement.
	+ Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).
	+ Describe how the school will provide other reasonable support for parent/family engagement activities. [ESEA Section 1116]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student | Timeline | Evidence of Effectiveness |
|  |  |  | Achievement |  |  |
| I | Conferences | Teachers | Parent and teachers | ongoing | Conference |
|  |  |  | meet to discuss the |  | minutes, |
|  |  |  | compact, state and |  | survey |
|  |  |  | local assessments, |  |  |
|  |  |  | and Florida |  |  |
|  |  |  | Standards |  |  |
| 2 | SAC/PTO | SAC Chair/PTO | Meetings/events |  | Sign-in sheet |
|  | Meetings | President | conducted to |  | minutes, |
|  |  |  | promote a strong | monthly | progress |
|  |  |  | connection between |  | reports, |
|  |  |  | home and school. |  | report cards |
|  |  |  | The SAC/PTO |  |  |
|  |  |  | facilitate opportunity |  |  |
|  |  |  | for teachers and |  |  |
|  |  |  | parents to discuss |  |  |
|  |  |  | and participate in |  |  |
|  |  |  | school events which |  |  |
|  |  |  | provide positive experiences for |  |  |
|  |  |  | students which |  |  |
|  |  |  | increases academic |  |  |
|  |  |  | achievement. |  |  |
| 3 | GES Pride | Principal, MSS | Students are | Every | Increased # |
|  | Program and | Coordinator | motivated to make | 9wks | of students in |
|  | IMAGE | Teachers, and | good grades due to |  | the GES |
|  | Celebration | Paraprofessional | the recognition |  | Pride |
|  |  |  | program |  | Program |
| 4 | Mentoring | SAC, PTO, & | The mentors will | Weekly | Academic, |
|  | Students below | Community | discuss the three As |  | Attendance, |
|  | grade level in | Members | with each student |  | Attitude , & |
|  | Reading &Math | Principal | during non- |  | i-Ready |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | academics times. |  | Reports |
| *5* | Family Night Activity | Principal and Teachers | Increase Student Achievement in all core areas | On going | Hand out given on Reading, Math and Science |
| 6 | Progress Monitoring | MTSSCoordinator and teachers | Increase Student achievement in Reading and Math | On - going | i-Ready Reports, Eureka assessments, Progress Reports and Report Cards |
| 7 | Skyward as a resource to parents | Principal & MTSSCoordinator | Parents will have access to students' grades and assignments which should have a positive impact on student achievement | On- going | The number of logins on the system |

# Staff Development

Please describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff with the assistance of parents/families in the following:

* the value and utility of contributions of parents/families
* how to reach out to, communicate with, and work with parents/families as equal partners

\*implementing and coordinating parent/family programs, and in building ties between parents/families and schools. [ESEA Section 1116]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Count | Content and Type of Activity | Person Responsible | Anticipated Impact on Student Achievement | Timeline | Evidence of Effectiveness |
| I | Multi-Tiered System of Supports | MTSS Coordinator | Eliminate barriers to academic achievement by providing interventions to support student success | On-going | Increased Academic Achievement in Reading and Mathematics |
| 2 | i-Ready, FSA, & Study Island Training | District/Consultants | The faculty will be able to discuss the progressand growth that students are making in i-Ready, FSA, and Study Island to parents. | On-going | i-Ready, Study Island , Progress Reports and Report Cards |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | Teachers will be provided training on how to post lesson plans, grades, attendance and discipline for family access in Skyward | Shane Roland /Robin Hill | creates an open communication and transparency with lesson plans, grade book, missing assignments, attendance, discipline so parents and students can actively monitor student achievement. | Fall 2020 | Skyward Family Access |
| 4 | Teachers Building ties between home and school | Principal | SAC chair and members brainstorm ways to bond the family and school. They present them to the principal during the meeting. | On-going | Visitor login of parents |

# Other Activities

Describe other activities (i.e. parent resource center) the school will conduct to encourage and support parents and families in more meaningful engagement in the in the education of their child(ren). [ESEA Section 1116]

**Response:**

Greenville Elementary School will maintain a hard copy of the Parent and Family Engagement Plan in the front office. Parents will also be able to obtain resources that will assist them in assisting their students in their core academics. Parents will be provided step by step information to log into reading, math, and science websites. Parents will also be invited to participate in family togetherness events, such as Doughnuts for Dads, Grandparents Day, Muffin for Moms, IMAGE Celebration, Fine Arts Program, Father's and Daughter's Dance, and Field Day. GES will also provide a computer so that parents can access their children's grades, attendance, and behavior reports.

# Communication

* Describe how the school will provide timely information about the Title I programs.
* Describe how the school will describe and explain curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain.
* Describe, if requested by parents, how the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren).
* Describe how the school will submit parent’s/families comments if the school wide plan is not satisfactory to them. [ESEA Section 1116]

**Response:** GES will keep parents informed of Title 1programs via monthly newsletters, GES Newspaper, school website, school flyers, class Dojo, emails and Call One. Parents will be invited and remain informed of the individual student progress involved in the MTSS/RTI process. On Family Night parents are provided with information describing their child's grade specific Florida Standards. Parents are invited to meet with the administration, teachers, and MTSS Coordinator at any time to help facilitate their children's learning and social and emotional growth.

**Accessibility**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families. Also, describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

**Response:** GES realizes that parents are comfortable at different levels of engagement. We will work hard to include them in school activities and their children's learning. Parents that do not have transportation available are invited to engage in phone conferences with their child's teacher when needed. While most of our communication goes home through a written form, such as newsletters, we do use the Blackboard Connect Ed to provide information to all of our parents.

This phone program can translate messages to match languages primarily used at home. GES is handicapped accessible and information on our school website and email provides a resource for parents who are hearing impaired.

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**Discretionary Activities**

Describe any activities that are not required, but will be paid for through Title 1Part A funding.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Count | Activity | Description of Implementation | Person Responsible | Anticipated Impact on Student Achievement | Timeline |
| 1 | Adopting and Implementing model approaches to improving parentalengagement[ Section 1116(e)(11); | Teachers will train parents in the classroom on how to workwith their children by using manipulatives that were created and given to the parents. Parents will be able to help to close the achievement gap between minority and white students. | Teachers, Parents, & Administration | Increased Student Achievement | October 2020-May 2021 |
| 2 | Developing appropriate roles for | The Boys and | Boys and Girls | Increase | October |
| community-based organizations, | Girls Club is an | Student | 2020- |
| businesses, &faith-based | extension of the | Club | Achievement | 2021 |
| organizations in parent | GES school day. | Coordinator |
| engagement activities[Section | Approximately |  |
| l 116(e)(13) | 85 students | United Way |
| transition to the | Director |
| program. The | Teachers and |
| Extension office | Principal |
| teaches students |
| about plant |
| growth. The |
| United Way |
| provides Reading |
| Pals to our |
| students. |

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# Barriers

Describe the barriers that hindered participation by parents during the previous school year, and include a description of the steps the school will take during the upcoming 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). [ESEA Section 1116]

## Lack of engaging parents to interpret state testing and i-Ready results.

1. Lack of parent engagement with student learning.
2. Lack of parent/community members interested in the educational future of our students.

**Steps to Eliminating the Barriers:**

1. GES has scheduled meetings and Principal data chats with parents to explain the FSA testing and i-Ready results.
2. GES will continue to offer Parent Night. During this time, teachers will teach parents strategies to work with their children in reading and mathematics.
3. GES will train parents and community members how to be mentors to students. These mentors will encourage identified students weekly in attendance, academics, and their attitudes.