**WEBSTER ELEMENTARY SCHOOL Parent and Family Engagement Plan (2022 - 2023)**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_ 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 and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on these projects. 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 these projects 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 parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8108 of ESEA;
* Involve the parents of children served in Title 1, Part A in decisions about how Title 1, Part A funds reserved for parental involvement are spent.
* Jointly develop/revise with parents the Parent and Family Engagement Plan and distribute it to parents of participating children and make available to the local community.;
* Involve parents, in an organized, ongoing, and timely way, in the joint development of planning, reviewing, and making improvements to the Parent and Family Engagement Plan;
* Use the findings of the Parent and Family Involvement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s Parent and Family Engagement Plan;
* If the plan for Title 1, Part A, developed under ESEA Section 1116, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency;
* Provide to each parent an individualized student report about the performance of their child(ren) on the state assessments [ESEA Section 1116];
* Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field; and
* Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals.

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Signature of Principal Date

**Parent and Family Engagement Mission Statement**

Response: Webster Elementary School works in partnership with families and the community to develop knowledge, social-emotional skills, and ethical, compassionate character through enriched learning activities and creative expression through the arts. Together, all partners strive to remove barriers to learning so all students can experience success in a thriving community where the school serves as its center with positive and supportive links to the wider community.

**Involvement of Parents**

Describe how school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title 1 programs including involvement in the decisions regarding how funds for parental involvement will be used [ESEA Section 116].

Response: The School Advisory Council (SAC) in cooperation with the Parent Teacher Organization meets monthly to review the plan and provide input into the development of the plan. The review of the plan occurs in the spring for the following year. Funds for parent involvement are discussed during SAC meetings and members vote on how they are spent. SAC meetings are posted and advertised. Members of the SAC committee are chosen to reflect the demographic makeup of the school. Members are given an opportunity to volunteer. If the SAC composition does not reflect out demographic, members are actively recruited to meet said demographic. The SAC composition is balanced to meet these criteria. The PTO members volunteer their time. Monthly meetings are open to anyone who is interested in attending. All input from parents is documented in the meeting notes.

**Coordination and Integration**

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title 1, Part C, Title II, Title III, Title IV, and Title VI [ESEA 1116}.

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|   | Program | Coordination |
| 1 | Meet the Teacher | Teachers converse with parents to let them know what they can expect at the grade level and ways they can assist their child at home, i. e. writing in planner, checking & signing the planner, checking for homework and accuracy. |
| 2 | PBIS | Positive Behavior Intervention Support systems will be implemented school wide. Expectations will be communicated to parents, teachers, students and community. The parent will be taught the school wide system to help them understand the policies of the school and how to reinforce them at home. |
| 3 | Title 1 | These funds will be used to provide parent involvement communication which will be sent to give parents tips on ways to assist their child with homework, study skills, reading etc. It will also include current events in the life of the school and resources provided at the school for family support.  |
| 4 | Title II | Parents will be provided information through teachers. Teachers will be provided training such as guided reading, reading and math resources, standards, intervention programs and assessment programs in order to explain to parents where their child is functioning and ways to assist at home. Sharing of information will be during parent conferences and school wide parent programs. |
| 5 | Title 1 | Title 1 school activities are scheduled for the year for students. A parent training component is provided for each parent program we host. Training topics for parents include Florida State Standards and other programs used at school, as well as testing. |
| 6 | Head Start | The Head Start Program is located at Webster. Students are served at our school site. Head Start requires parents to meet with the teachers and provides monthly parent meetings to provide parent trainings on school readiness and parenting skills. Parents are met with quarterly to discuss progress and teach parents how to better assist their child at home with topics such as health and nutrition, behavior management, and early literacy skills. |
| 7 | Nemours' Bright Start | Classes are held for parents to learn early literacy strategies to help them prepare their classes to enter kindergarten.  |
| 8 | Pre-K Monday Funday | Through collaboration with the Title1, Head Start and VPK every Monday night, engaging family literacy activities are planned for pre-k students and their parents. At each Monday Funday event, there is always an instructional component to help parents learn to teach school readiness skills to their child. A school psychologist is available for consultation with parents at Monday Fundays. A research-based parent curriculum is provided to parents at the fourth Monday Funday of each month.  |

**Annual Parent Meeting**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title 1 program, the nature of the Title 1 program. Adequate Yearly Progress, school choice, and the rights of parents.

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|   | Activity/Tasks  |
| 1 | Plan for Title 1 Annual Meeting |
| 2 | Advertise the Annual Meeting |
| 3 | Conduct the Annual Meeting in conjunction with Open House |
| 4 | Conduct Classroom Information Session |
| 5 | Post Title 1 information on the website |

**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how school may provide with Title 1 funds, transportation, child care, or home visits, as such services related to parent and family engagement [ESEA Section 1116].

 Response: Meetings are offered at different times to accommodate parents’ schedules. Some are held in the morning and others in the evening. An example of flexible parent meetings is that annually, school holds mandatory parent conferences tied to the first quarter report cards. The schools will offer flexible meeting times for parents over the course of a week. Teachers will schedule meetings with parents directly. Some meetings will be held during the school day at various times and others will be held before or after school. The school is going to offer SAC and PTO meetings with a call-in option so parents who are unable to attend in person can attend the meeting via phone.

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement. Describe the school’s actions to provide materials and training to help parents work with their child to improve their child’s academic achievement. Include information on how the school will provide other reasonable support for parent/family engagement activities under (ESEA Section 1116).

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|  | **Content and Type of Activity** | **Anticipated Impact on Student Achievement** |
| 1 | Awards programs to recognize students and encourage them to be motivated to do good work.  | Families will show support of student academic and character success which will lead to increased praise and motivation for students.  |
| 2 | Student planners to provide a vehicle for parents and teachers to communicate. | Effective communication of homework assignments and written communication which will lead to increased student achievement by communicating expectations and increased understanding of grade level expectations. |
| 3 | Parent/Teacher Conferences | Parent awareness of grades and academic data will lead to increased student achievement by increasing parent understanding of grade level expectations. |
| 4 | SAC Committee | Data portion to inform parents of school wide data and legislative changes that effect the school. This increased understanding will give parents a knowledge base of what grade level performance looks like.  |
| 5 | Resource Table at Scheduled Events | Increase parent knowledge of school programs and offer grade/age specific resources leading to increased understanding and achievement. |
| 6 | SAC Plan and Accountability Report | Planning tool for school improvement in all academic areas which will lead to increased student achievement by educating the community of our demographics and areas of need. |
| 7 | Open House for Pre-K - 5th Grade | Build awareness of Florida standards and what to expect of student assignments at home as well as connect with their child’s teacher and establish a relationship of communication between home and school. Also, gain information about school behavior and SEL programs that will support school and student success. |
| 8 | WE CAN Nights (Webster Elementary Community Access Nights) | These evenings held 10+ times throughout the year provide open evening access to school resources to the community. The resources available are a free dinner, a parent workshop about various titles to support participation in the educational process as well as topics that support family needs. In addition, the media center, computer lab and health kiosk are open for use free of charge to anyone in the community. This service is in cooperation with our Community Partnership School Staff and programs. |
| 9 | Back to School Bash | In conjunction with our Community Partnership School, we will have a street party (COVID friendly) before school starts that provides free school supplies, information about medical clearance and shots, community resources to support school success and child care as well as food and energy for coming back to school.  |
| 1011 | Provide Interpreters Parent Trainings & Information Meetings provided by the Title 1 office.  | Provide access to parents who are deaf or non-native speaking. This will increase student achievement by educating parents on expectations and school performance for their child. The Title 1 office gathers presenters and resources to support all the Title 1 schools in St. Johns County on topics including Growth Mindset, Internet Safety for Parents, and transitioning to Middle school.  |

**Staff Development**

Describe the professional development activities the school will provide to the teachers, Specialized instructional personnel, principals, and other school leaders and other staff with the assistance of parents/families, in the value and unity of contributions of parents/families, including how to reach out to, communicate with, and work with parents/families as equal partners. Include implementation and coordination of parent/family programs and details of building ties between parents/families and the school. (ESEA Section 1116).

 Response: At the opening of school, all teachers and staff receive training from both school administration and our Community Partnership School staff on strategies to support communicating with families and supporting their inclusion in the learning process. We also receive the extensive list of supports we have for families and how they can refer families to receive access to these resources. School administration, school faculty, and community partnership school staff all work to provide a wide-range of activities, informational meetings, large group, small group, and individual support that help families access the resources they need to be engaged in the education of their children and to succeed. Our Parent and Community Involvement Coordinator translates for families whose primary language is Spanish. She also gives learn to read classes for adults and connects to parenting resources. We also have a Health Kiosk through our Partners at Flagler Health Plus that provides free access to virtual doctor visits to support the physical and mental health of family members.

**Other Activities**

Describe the other activities, such as parent resource centers, the school will provide to encourage and support parents and families in more meaningful engagement in the education of their children (ESEA Section 1116).

 Response: Parent Resources are available from the Guidance Counselor and the Parent Resource Center of the Community Partnership School office. The school has several computers set up in the front office which are designated to provide internet access to parents who do not have it in their homes. The Title 1 Parent Handbook is distributed at the school. School also will host a variety of events, as permitted by COVID safety precautions, aimed to inform and support all populations represented.

**Communication**

Describe how the school will provide parents of participating the following:

 Timely information about the Title 1 programs;

Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to obtain;

If requested by parents, opportunities for regular meetings to formulate suggestions nd to participate, as appropriate, in decisions relating to the education of their children; and

If the school-wide program plan is not satisfactory to the parents of participating children, how the parents will submit the parent/family comments.

Response: Information about the Title 1 Program is provided in writing through the Title 1 Handbook. Also, parents are provided information during the annual Title 1 Annual Meeting. The school uses the district approved curriculum. All curriculum and assessment guides are posted on the website for review by parents. Meetings are held through school invitation and parent requests throughout the year. A survey is posted and provided for students and staff to provide feedback that is annually reviewed by the SAC Committee, PTO, administration and Community Partnership School partners. Additional Information is provided via electronic messages and newsletters.

**Accessibility**

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents, including parents with limited English proficiency, disabilities, and migratory children. Include how the school plans to share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, language parents can understand.

Response: The school will use an online interpreter website or native speakers on staff to communicate information to parents in languages they understand to the maximum extent possible. Parents with disabilities will be communicated to with supports such as interpreters which are provided at all parent meetings as needed.

**Discretionary Activities (optional)**

Discretionary school level parent involvement policy components include any activities that are not required, but will be paid for through Title 1, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.

**Evaluation of the Previous Year’s Parent and Family Engagement Plan**

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include 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).

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children. Include participation data on the Title 1 annual meeting.

 Response: The major barriers last year existed due to the lingering effects of the COVID 19 pandemic. Parents had limited access to the school building or events in person. This year, we are permitting parents to return to the building for conferences, trainings, assemblies, and events. Already we have seen this is taking more advertising and publicity to encourage participation. Some families are comfortable returning to the building and others are still not. We also are providing virtual links to those who are unable to attend in person either for health reasons or work reasons. Some meetings are conducted in Spanish or translated in Spanish to support our parents who still struggle with English but are fluent in Spanish. Several staff members speak Spanish and provide translation as needed.