

Academic



2024-2025 Title I Parent and Family Engagement Plan

School Name: Dunedin Elementary School

Please use the Comprehensive Needs Assessment Data and any other family engagement data to complete the following:

School's Mission Statement: *The mission of Dunedin Elementary is to be responsive to the academic, emotional, and social needs of each child.*

Measurable Outcomes: We would expect to see an increase in reading and math scores as measured by STAR and FAST assessments from Progress Monitoring 1 to Progress Monitoring 3 as a result of an increase of usage of academic online programs: Istation, Dreambox, and Myon, at home and at school. As well as an increase in student data referenced above as a result of families attending after school family events.

Building Capacity of Families

Describe how the school will implement activities that will build the capacity for strong parent and family activities, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Parents will be provided information on standards-based STAR and FAST assessments, ensuring parents understand the task(s) that students are expected to complete to demonstrate on grade level expectations. This will happen during Open House, after Progress Monitoring 1 (fall) and Progress Monitoring 2 (winter).

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Meet and Greet; August 2024; Prior to the first day of school; The times will be staggered to consider families may have more than one teacher to meet. This event will begin communication with families and teachers/staff for the new school year. This activity will allow parents to meet the teacher and help the student find their classroom to help put all at ease before the first day of school.

Open House – August or September 2024; 2-6 weeks after the first day of school; Staff and Teachers will communicate with families the expectations for behavior and academics to help students understand the criteria for success. The times will be staggered for the grade levels to allow families an opportunity to visit more than one classroom. **Include presentation for students in grades 3-5 for grade level expectations and how students demonstrate that through FAST and/or Portfolio assessments.**

Title I Annual Meeting; August or September 2024

SAC Meetings – To be held every other month beginning the 2nd Monday of September 2024 (1st SAC Meeting September 9th, 2024)

Parent Literacy Event – November 14th, 2024; Partnered with New World Reading program.

Parent Literacy Event – January 23, 2025; Partnered with New World Reading program.

Math, Science, and Technology Family Event – February 2025; This event will be expanded from the event held the previous school year. Communicating to families about programs that students may use to support learning at home using handouts and electronic communication. This event will also provide parents an opportunity to share and discuss how they monitor their child's technology use at home.

ESOL / 7 Habits for Highly Effective Families – One per Semester; This event will provide support for families in which English is not their first language. This event will provide various resources for families to support their student learning.

AVID / 3rd, 4th, 5th Grade FAST / Event – October 2024 Families will learn about how AVID promotes college and career readiness. Families of 3rd grade students will be invited to learn about the expectations for promotion to 4th grade based on reading on grade level. Families will learn how to support their child’s reading at home. Teachers will use the 3rd Grade Portfolio checklist to inform parents of their child’s progress throughout the school year. Families surveyed have requested more information to help their children with math and science.

Student Led Conferences – PM 1 October/November 2024 and PM2 January/February 2025; Teachers will collaborate and plan a format for students to organize their schoolwork/assessments in a way that provides meaning and goal setting for the students' knowledge and for the student to be able to share with their parents how they are performing in class – behaviorally and academically. **Include presentation/interactive parent/student FAST information for students in grade 3-5.**

Transition to Kindergarten – February 5th, 2025; Families will be given materials to support their child’s readiness for kindergarten.

Reading Under the Stars Event – December 10, 2024; Families will be invited to participate in selecting and reading books “under the stars”, shop at our school Book Fair, visit guest and student readers reading aloud, and eat a meal provided by Title I. Materials will be given on the topic of reading strategies – how to select just right books, reading for fluency, having conversations with child about what they read.

Transition to 6th Grade – March 2025; The middle school guidance counselor will provide information to 5th grade students about course selection in middle school.

Staff Professional Development related to Family Engagement

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)]

Ongoing PLC collaboration and preparation for student-led conferences will guide our work to support family engagement at Dunedin Elementary. We will use information gained at the Model Schools Conference, FDOE Summer Literacy Institute, at our Behavior and Climate Conference, AVID training and planning to guide our work in engaging students and families in learning. **Teachers attending these conferences will share information gained on ways to support family engagement as well as teachers include in collaborative planning once per semester a systematic communication system for families to participate and respond to academic and behavior support at home. (Unified read at home plan, homework, computer learning expectations (3-5), etc.)**

How will school leadership actively build teacher and staff capacity related ongoing family engagement connected to academic goals?

This school year our plan is to implement student led parent conferences. School leadership will work collaboratively with grade level teams to build a process using individual student data binders (AVID) and format for this work that will allow students to take ownership of their learning and learn how to communicate between teachers and parents as partners in their learning. Together school leadership and teachers will analyze data to plan differentiated instruction, plan lessons and problem solve behavior issues in the classroom. We will also enlist the opinions of our SAC and PTA members to provide feedback for the needs of families and determine what areas we need to work on to build relationships between parents, teachers, and staff.

Title I Annual Parent Meeting Experience

Each school will convene an annual meeting designed to inform parents of participating children about the schools Title I program, the nature of the Title I program (schoolwide or targeted assistance), school choice, supplemental educational services, and the rights of parents. [Section 1118(c)(1)].

How will you get recorded feedback from parents about the meeting? How will the recorded feedback be used to inform future events?

We use Microsoft Forms to create surveys for families to provide written feedback from parents in attendance at the annual meeting, and those not in attendance, to get feedback about parent knowledge of Title I as well as to determine ways we can provide support for families in the future.

How will you address barriers to increase attendance and academic support at home?

Our survey will inquire from parents the possible barriers that keep them from attending meetings or programs. Our family events, student led conferences, and other communications (newsletters) will address ways that parents can support academics at home. We can upload the presentation to our school website if they are unable to attend.

How will you get the information home to parents using various modalities who do not attend?

We will provide information on our school website for families who are unable to attend events. We will also use School Messenger (email and phone calls), ClassDojo, and our School Newsletter to ensure parents receive the Title I Annual Meeting information.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)] • Timely information about the Title I programs [Section 1118(c)(4)(A)]; • 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 meet [Section 1118(c)(4)(B)]; • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and • If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will submit the parents comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Dunedin Elementary will provide information to parents about Title I programs in a timely manner using various methods to communicate, such as the student planner, flyers, letters, school messenger – phone, text, and or email, as well as Dunedin Elementary website. Information will be shared about Title I programs at our Open House and our stand-alone Title I Annual meeting, as well as other meetings as requested by parents. Teachers will maintain sign-in sheets and provide a copy to the Title I Liaison who will maintain documentation on the dissemination of information, distribution methods, and timelines. Parents will be provided with a format to provide input or to ask questions. The principal will respond by email to all questions. If a parent is unsatisfied with the school-wide program plan, they will be asked to provide their comments to the principal who will then provide the comments to the Title I office. Up-to-date information will also be kept on our school website for parent convenience.

Flexible Parent Meeting

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Parent survey results show the preferred time was evenings for family events. Dunedin Elementary will offer a flexible number of meetings and/or family events in the evenings to allow working families opportunities to attend these gatherings. We will also offer food, such as pizza and drinks, for evening events to allow flexibility for families to attend evening meetings that may interrupt the evening dinner schedule. Childcare will be offered as needed to allow families with younger children more flexibility with their involvement in the evening events.

Accessibility

Describe how the school will provide full opportunities for participation in parent and 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 programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

When planning parent and family engagement activities we collaborate with our ESE and ESOL teachers and bi-lingual associates to make sure information is provided to families in an understandable format. We use multiple means to share information related to school and parent programs, meetings, reports and other activities in an understandable format. This includes translation of handouts and flyers in the parents' native language and offering bilingual support during presentations when available. We have several staff members who are bilingual who can support our families to provide every opportunity possible for understanding.