SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN

2026-2027

Stanley Switlik Elementary School

Melanie Martinez

3400 Overseas Highway, Marathon, FL 33050

I, Melanie Martinez, 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 "parent and family engagement" as defined in ESSA Section 8101(39), and is expected 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 1116(a)]**
- The school will work to ensure that the required school-level parent and family engagement policy is developed under subsection (b), and 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)(4)]**
- 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(a)(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(a)(3)**.
- In addition to the activities and strategies described in this plan, the school will provide such other reasonable support for parent and family engagement activities as parents may request. **[ESSA Section 1116(e)(14)]**

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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 and Stanley Switlik Elementary School are committed to a mission that centers on collaboration as the key to inspiring excellence in every student, every day. The Parent and Family Engagement Plan (PFEP) is designed to support this mission by strengthening the partnership between families and schools. When parents, educators, and schools work together, students are more likely to thrive. Engaging in regular conversations with children about school, goals, and future plans helps build a supportive environment focused on success. Research consistently shows that students with actively involved parents—regardless of their background, income, or language—are more likely to achieve academically, stay in school, and become positive contributors 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, digital newsletter, and flyers. The agenda and meeting minutes are posted on the school website, and teachers regularly communicate with parents through Dojo. Additionally, SAC meetings may be attended virtually by parents.

• 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 parents how to help their children within the home setting:

	Program	Coordination
1	Title II/ELL	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.
3	Early Childhood Education & VPK families	VPK, Title I staff, and Kindergarten teachers will work together with parents to support a smooth transition into Kindergarten. This includes collaborative discussions about the specific learning needs of VPK students and planning joint parent meetings to help families prepare. Title I staff will also be included in communications related to Kindergarten Kickoff and the transition needs of rising Kindergarten students. A Kindergarten Kickoff will be held at the end of the school year for students entering Kindergarten the following year.
4	Title IX (McKinney-Vento/CHIPS)	McKinney-Vento program staff work closely with families, students, community partners, and school or district personnel to coordinate support and eliminate barriers faced by students experiencing homelessness.

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 the Annual Parent Meeting within the first two months of school and notify parents through multilingual flyers shared through DOJO, social media, and a parent newsletter.	Kerry Senecke (Title I Site Contact) Kerri Worthington (Webmaster) Ryana Gonzalez (Social Media)	9/16/26 9/23/26	Sign in sheets, PowerPoint presentation from PFEC, Title I Night Checklist, Title I Night Flyer.

2	Development of the agenda for Annual Parent Meeting.	Kerry Senecke (Title I Site Contact)	9/11/26	Completed Agenda.
3	Develop/plan materials (presentation, school/district handouts) for Annual Parent Meeting.	Kerry Senecke (Title I Site Contact)	9/11/26	Copies of presentation from District PFEC, Title I Night planning checklist.
4	Advertise and notify parents by multilingual flyers shared through DOJO, social media, and a parent newsletter.	Kerry Senecke (Title I Site Contact) Kerri Worthington (Webmaster) Ryana Gonzalez (Social Media)	9/11/26	Multilingual flyers Facebook School Website DOJO Parent Newsletter (Smore) *Evidence will be screenshots of posts on social media, parent newsletter and links to multimedia flyers

School-Parent Compact

The school will ensure that the school-Parent Compact is distributed to and signed by parents of participating children, consistent with ESSA Section 1116(d).

Response:
School-Parent Compacts are distributed during the Annual Title I Night in September. For parents who do not attend, compacts are sent home with their students after the Annual Title I night. Teachers track which students have returned the signed compact. Additional forms are sent home if needed, and teachers turn in completed forms to the School Title I Contact. These forms are uploaded to Crate. Originals are sent to the District Title I Contact.

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 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.

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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/ Open House	Leadership Team	Parents will be aware of curriculum and classroom expectations which will increase student achievement with support from home.	9/16/26 9/23/26	Agenda, Flyers, Title I Night Presentation, sign in sheets, verbal feedback, progress monitoring student growth.
2	PTO Activities	PTO	Increased parent involvement will impact student achievement.	Throughout the Year	Agenda, events, social media invitations, Dojo invitations, PTO luncheon invitations.
3	PTK Nights	Title I Contact BLPT Members/ Faculty	Provide families with knowledge, resources and strategies to help their students increase academic achievement.	11/18/26 2/24/27 4/14/27	Social media/flyers, sign-in sheets, agendas, student work products, and analysis of progress monitoring data through standardized & non-standardized methods.
4	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.	11/18/26 2/24/27 4/14/27	Social media/flyers, sign-in sheets, agendas, student work products, analysis of progress monitoring data through standardized & non-standardized methods.

5	EL Nights	Title I Contact/ Administration / Faculty	Provide support, resources and collaborative parent training to EL families.	9/16/26 9/23/26 4/14/27	Social media/flyers, sign-in sheets, agendas, student work products, analysis of progress monitoring data through standardized & non-standardized methods.
6	PTK Literacy Night	Kerri Worthington (Literacy Coach) / BLPT Members / Faculty	Development of student projects, increasing parent awareness and connections between school and home.	11/18/26	Social media/flyers, sign-in sheets, agendas, student work products, analysis of progress monitoring data through standardized & non-standardized methods.
7	STEM Night	Title I Contact BLPT Members/ Faculty	Development of student projects, increasing parent awareness and connections between school and home.	2/24/27	Social media/flyers, sign-in sheets, agendas, student work products, analysis of progress monitoring data through standardized & non-standardized methods.
8	Kindergarten Kickoff	Kerri Worthington, BLPT Members / Faculty	Develop connections with incoming Kindergarten students and parents & prepare them for a successful year.	4/21/27	Social media/flyers, sign-in sheets, agendas, event materials and resources provided to families, verbal feedback

Staff Training

Consistent with ESSA Section 1116(e)(4), the school will provide professional learning opportunities for staff that are developed based on identified needs and with meaningful input from both parents and school personnel. Parent feedback, including annual survey results, School Advisory Council (SAC) input, and other family engagement opportunities, is used to identify areas for growth and inform training topics. School staff also provide input through professional learning needs assessments and other feedback opportunities to identify strategies that strengthen family engagement and build effective partnerships between school and home.

*District Parent and Family Engagement training topics may be adjusted as new needs arise.**

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Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
PFE Training 1: More Than a Moment: Building Family Partnerships All Year Long	**District Parent and Family Engagement Coordinator**	Building strong, trusting family partnerships from the beginning of the school year will increase family engagement, strengthen home-school collaboration, and create a supportive learning environment that promotes improved student attendance, engagement, and academic achievement.	**September 2026**	**Agendas, evaluation/survey responses, attendance sheet, Presentation video**
PFE Training 2: Beyond Participation: Helping Families Support Learning at Home	**District Parent and Family Engagement Coordinator**	Equipping educators with strategies to help families support learning at home will reinforce classroom instruction, increase student motivation and confidence, and contribute to improved academic performance and learning outcomes.	**January 2026**	**Agendas, evaluation/survey responses, attendance sheet, Presentation video**
PFE Training 3: The Language of Partnership: Communicating with Families Through a Strengths-Based Lens	**District Parent and Family Engagement Coordinator**	Using strengths-based, partnership-focused communication will build trust with families, encourage productive collaboration, and foster greater family involvement in student learning, leading to increased student confidence, engagement, and academic success.	**April 2027**	**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 offer a Parent Resource Center that serves as a hub for families to access information about our school, the Title I Program, and helpful academic tools to support student learning at home. To keep families connected and informed, we use multiple communication channels. The Dojo App provides updates at both the classroom and school levels. We also share important news and upcoming events through our school's Facebook page, a digital parent newsletter, the campus marquee, bilingual flyers sent home with students, and automated messages with Apptegy.

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Communication

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

Response:

Our school continues to keep families informed through multiple communication channels. We regularly share important updates via the Class Dojo App at both the classroom and school-wide levels. Additional information is posted on our school Facebook page, distributed through a digital parent newsletter, displayed on the campus marquee, distributed through bilingual flyers sent home with students, and sent out through automated messages with Apptegy.

At the beginning of the school year, we host two Title I events in conjunction with our Open House and Curriculum Nights. Throughout the year, we also organize several PTK (Parents, Teachers, Kids) Nights in partnership with Title I to foster ongoing family engagement and keep parents informed.

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.
- 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's 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 who are economically disadvantaged, disabled, have limited English proficiency, have

limited literacy, are homeless, are of migratory status, or are of any racial or ethnic minority background), consistent with the populations identified in ESSA Section 1116(e)(4), 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.
• 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 economically disadvantaged, disabled, have limited English proficiency, have limited literacy, are homeless, are of migratory status, or are of any racial or ethnic minority background), consistent with the populations identified in ESSA Section 1116(e)(4).

Response:

Stanley Switlik Elementary School, 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
English Language Learners (Families)	Provide translation at all events (Oral and Written): • Ensure that professional interpreters are

	available at all school events, including parent-teacher conferences, open houses, workshops, and school board meetings. • Translate all written materials distributed at events—such as agendas, handouts, presentations, and signage—into families' home languages. • Use simultaneous interpretation equipment when needed to support real-time oral translation during large gatherings.
English Language Learners (Families)	Communicate regularly in the family's native home language via the DOJO App & Smore Newsletter. • Set up Class DOJO to support multilingual communication, enabling teachers and staff to send messages in families' preferred languages. • Train staff on how to use translation features within DOJO to ensure accurate and respectful communication. • Establish a routine for weekly updates or check-ins through DOJO & the Smore newsletter, including reminders, celebrations, and important school news.
English Language Learners (Families)	Create school flyers in native language for Social Media: • Design all school promotional materials, announcements, and event flyers in both English and families' home languages. • Post translated fliers on official school social media platforms (e.g., Facebook, Instagram, Twitter) to reach a broader audience. • Include culturally relevant visuals and language to ensure materials are engaging and accessible to all families
Scheduling of Meeting Times around Work & Extracurricular Activities (Families)	• Schedule meetings at times to provide opportunities for families to attend (after 5 pm) • Schedule meetings around MHS extracurricular activities schedules, avoiding conflicting dates

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SIGNATURE & VERIFICATION PAGE

This Parent and Family Engagement Plan (PFEP) for the 2026–2027 school year has been developed with meaningful input from parents and approved by the School Advisory Council (SAC).

Principal: Melanie L. Martinez Date: 9-15-26

Title I Parent and Family Engagement Coordinator: Rachel Spencer Date: 09/15/26

SAC Chairperson: Nicole Osborn Date: 9/15/26