

Charlotte County Public Schools' Annual Title I Survey Results Spring 2021



“Family Engagement is not optional. It is not an idea that can sit on a shelf until we determine we have the time or interest. It should not be relegated to the end of the list of important reforms we must enact. We are spending a great deal of time, energy, and resources on learning all we can about twenty-first century instruction. We spend millions of professional development dollars searching for these ideas that will bring us success with every student-a success that still eludes us. In all this, the notion of family engagement, empowering the first and most influential teachers of children, somehow seems to get lost. We simply cannot let that to continue to happen.”

Engaging Every Family



Charlotte County Public Schools

Title I Annual Survey Return Rates

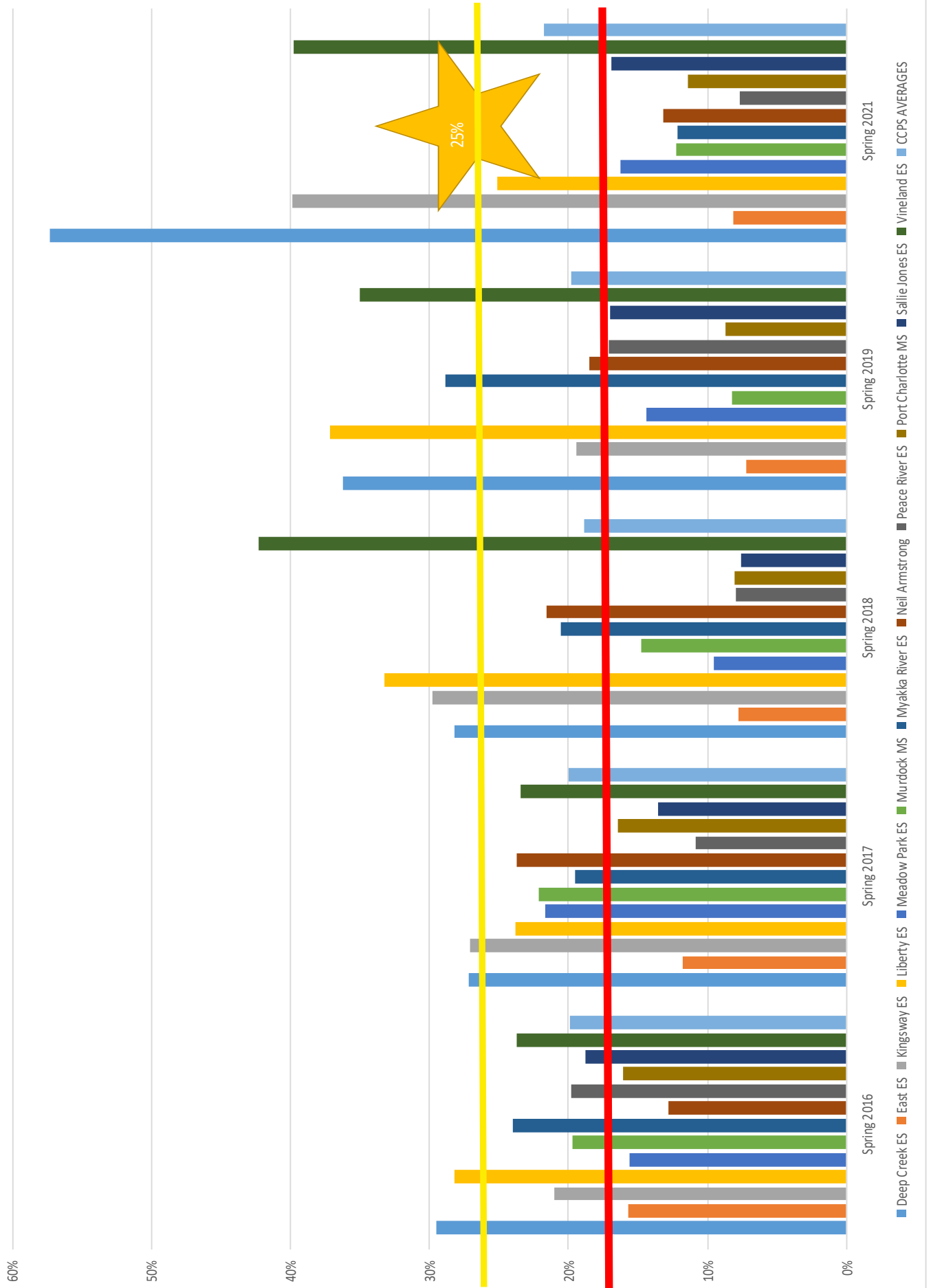
SCHOOL	Panorama (survey service)					Google Form
	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Deep Creek ES	174	151	168	230	379	412
East ES	104	78	50	46	72	52
Kingsway ES	110	143	156	105	224	223
Liberty ES	140	118	166	184	247	132
Meadow Park ES	107	143	61	97	141	106
Murdock MS	134	147	64	51	79	72
Myakka River ES	113	91	92	132	214	64
Neil Armstrong	91	168	145	130	121	88
Peace River ES	107	58	41	94	110	42
Port Charlotte MS	124	115	40	63	135	93
Sallie Jones ES	109	77	44	101	141	104
Vineland ES	119	127	203	184	221	223
TOTALS	1432	1416	1230	1417	2084	1611

Each row is a school's comparison of each year's return rate. Reds are lowest return rates for the school and greens are highest return rates (red, orange, yellow, green).

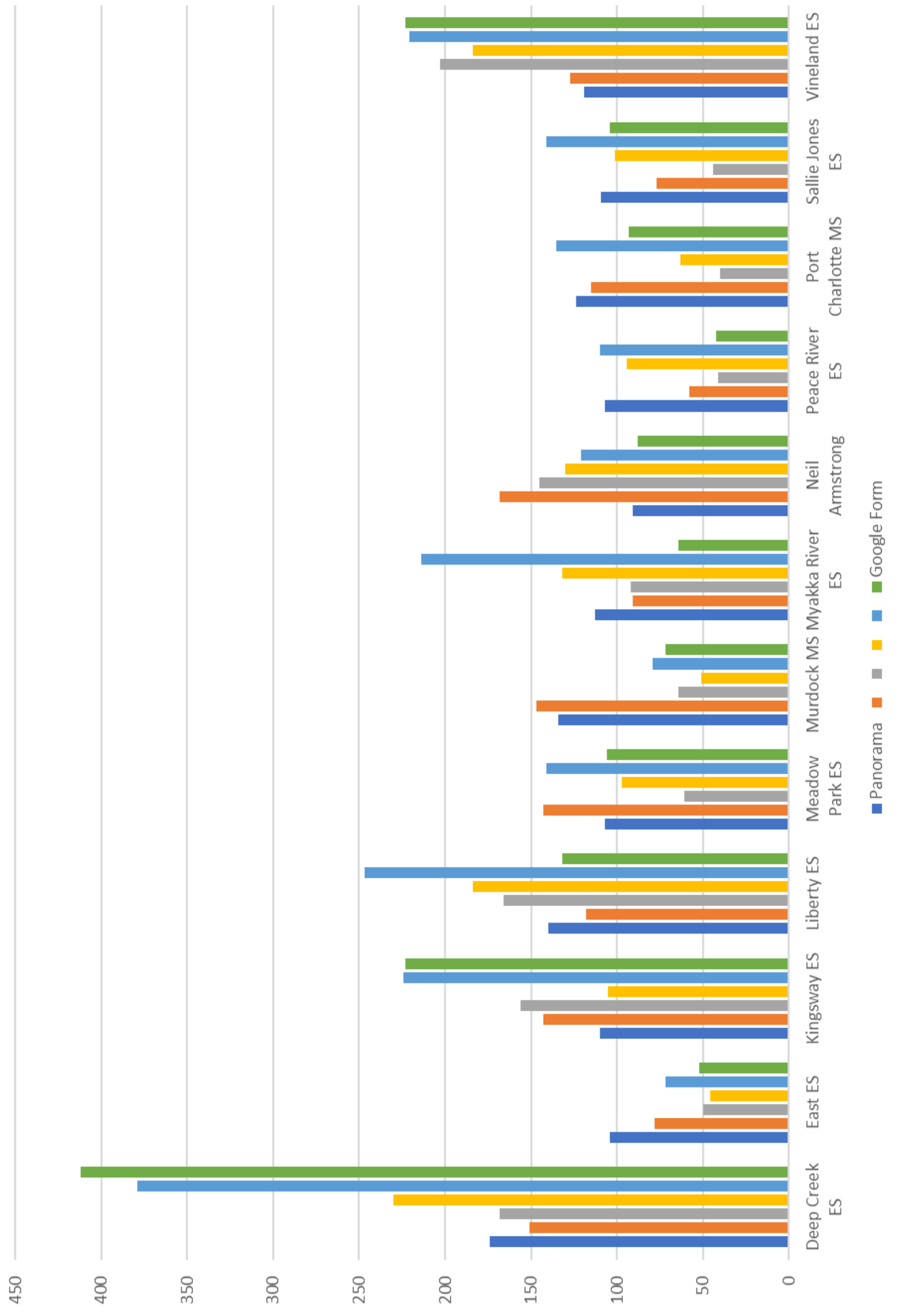
The Spring 2020 survey was completed in February just prior to the closing of schools in March.

1611 Surveys were completed during the survey window (the month of February).

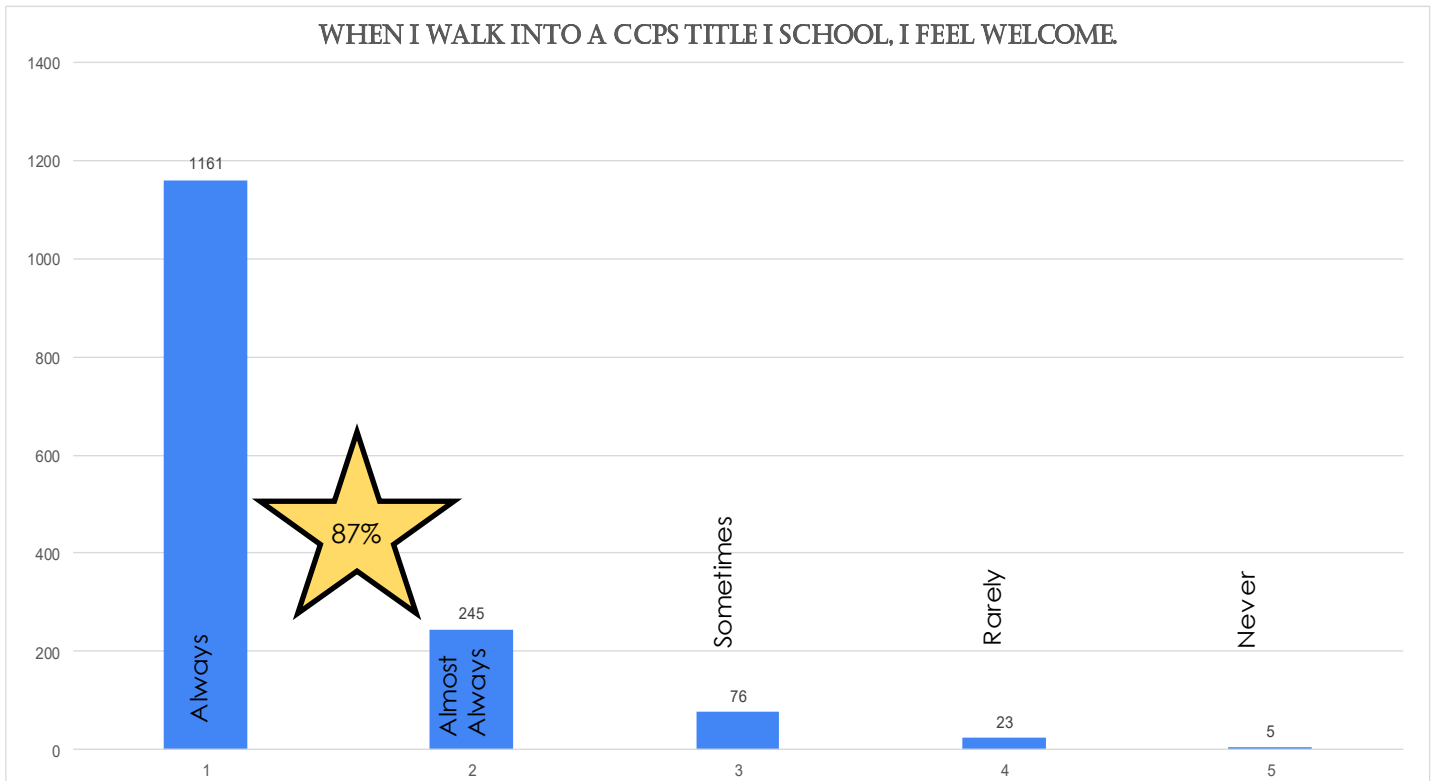
2016-2021



Survey Return Rates 2016-2021



WELCOMING ENVIRONMENT



Identify the caring ways your school welcomes families, communities, and other visitors. **CELEBRATE!**

ACTIONS

Have the members of your PFEP Team experience the school with “**new eyes**”. Start at the street.

Is the entrance easily identifiable?

Look at the signage on and around your building. Is it welcoming or does it communicate “keep out!” Are procedures written in a welcoming voice or an unwelcoming tone?

Are there signs in Spanish or other languages specific to your families’ needs that help guide families? Are gate instructions easily read and available in Spanish or other languages?

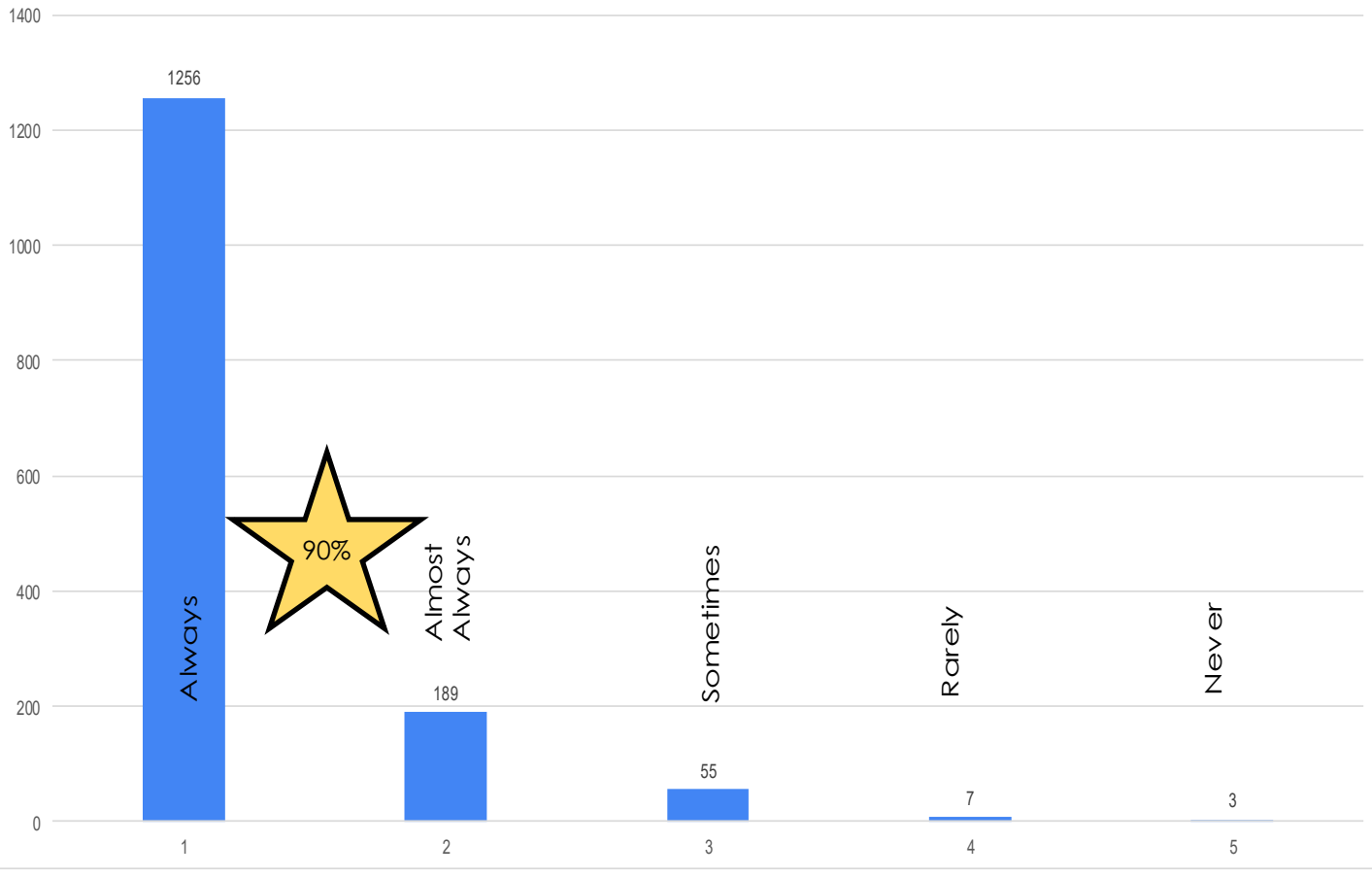
Is parking available?

What are your families seeing and experiencing? Try coming in using a wheel chair or walker; enter from other parts of the parking lot; what are the experiences from different view points? Are there changes that would make your school even more welcoming? Identify those changes and make an action plan to make them happen. Use the following page as a *tool* to assist in identifying what to “Do More”.

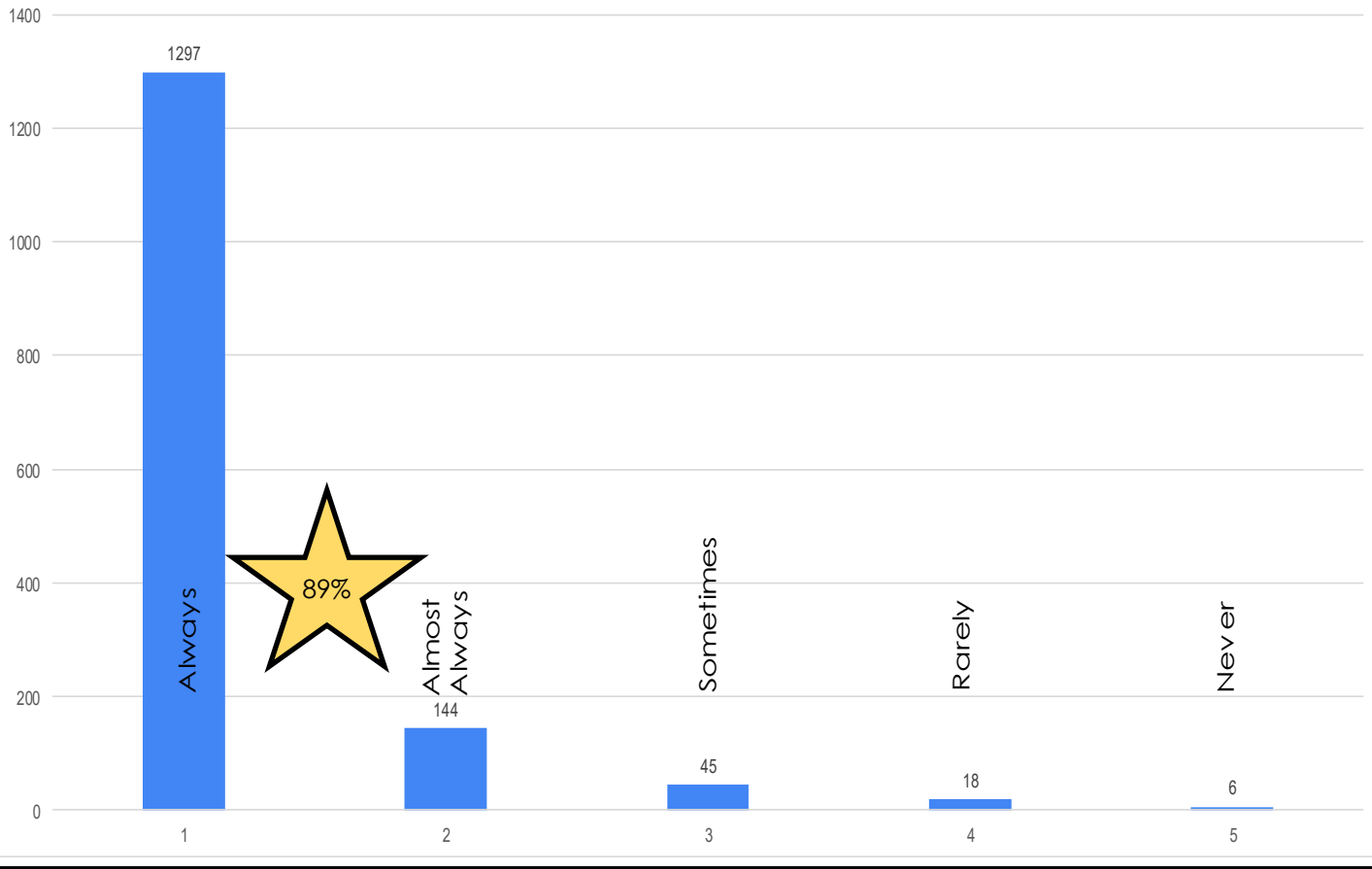
“Hello and welcome to our school vs. Who are you? What do you want?”

Welcome signs vs, NO TRESPASSING signs.” *Engaging Every Family*

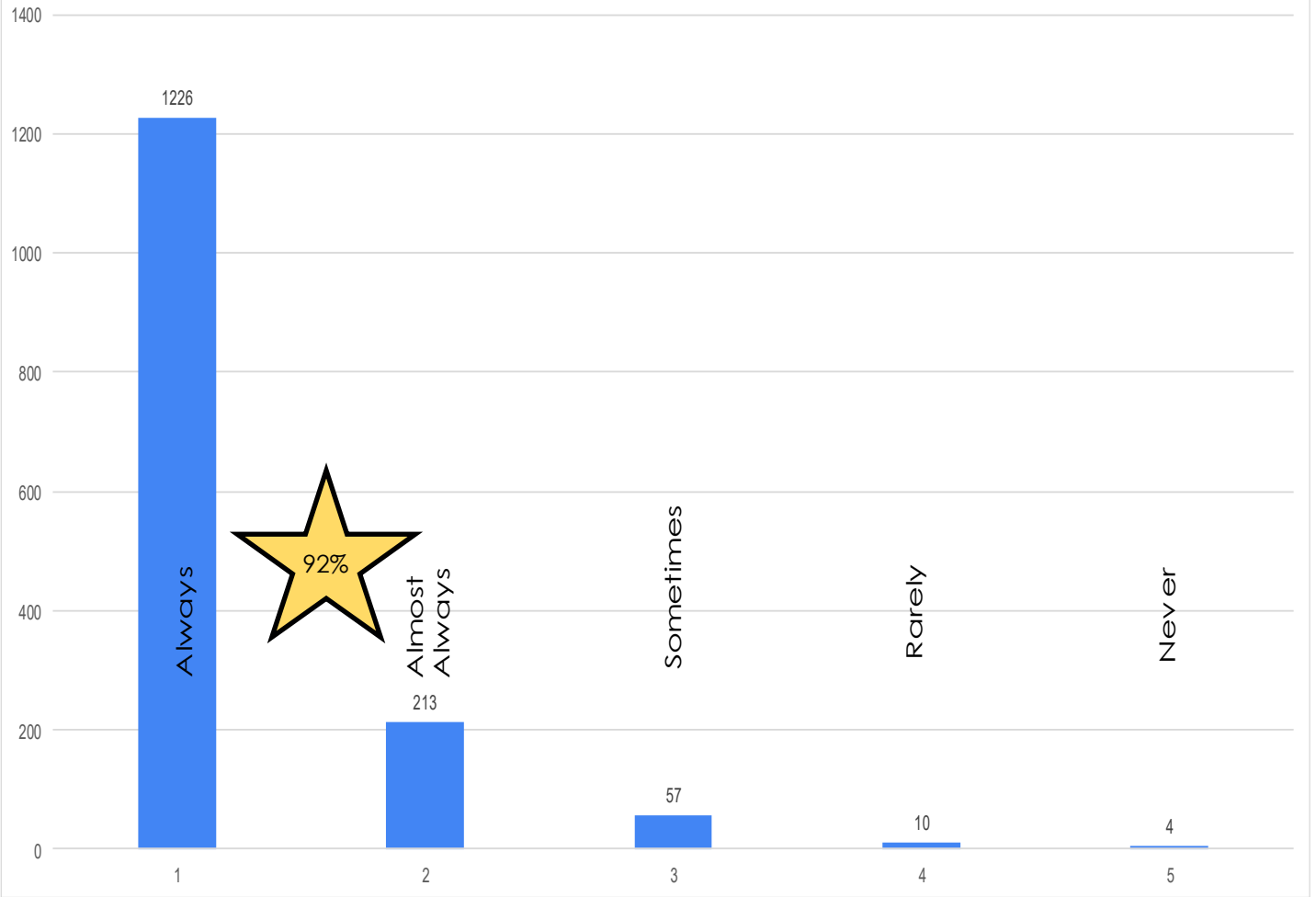
I AM TREATED WITH RESPECT AT CCPS TITLE I SCHOOLS.



CCPS TITLE SCHOOLS RESPECT MY CULTURAL HERITAGE.



MY CHILD(REN) ARE TREATED FAIRLY BY CCPS TITLE I SCHOOL STAFF.



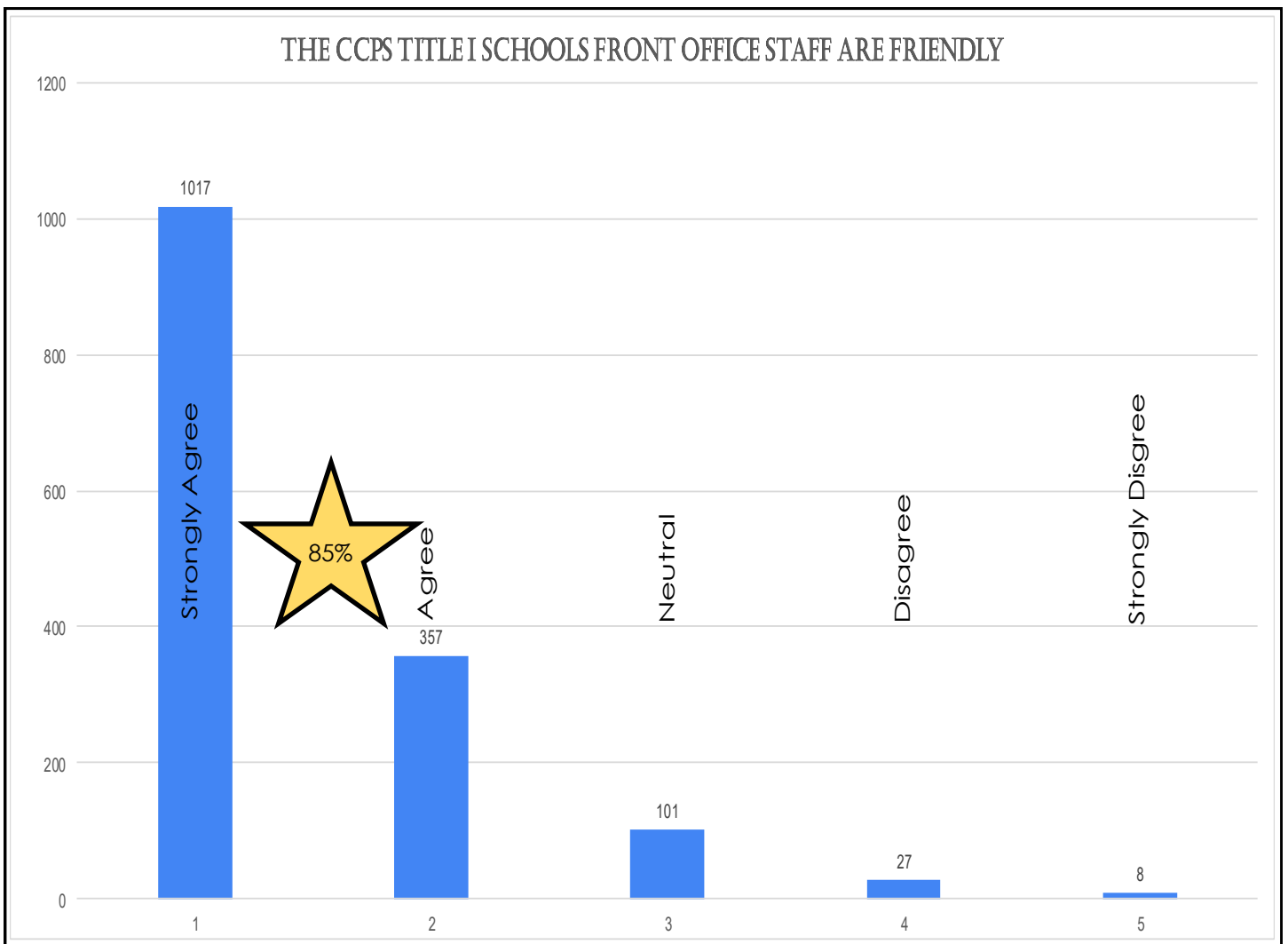
WELCOMING ENVIRONMENT

FRONT OFFICE STAFF ARE WELCOMING

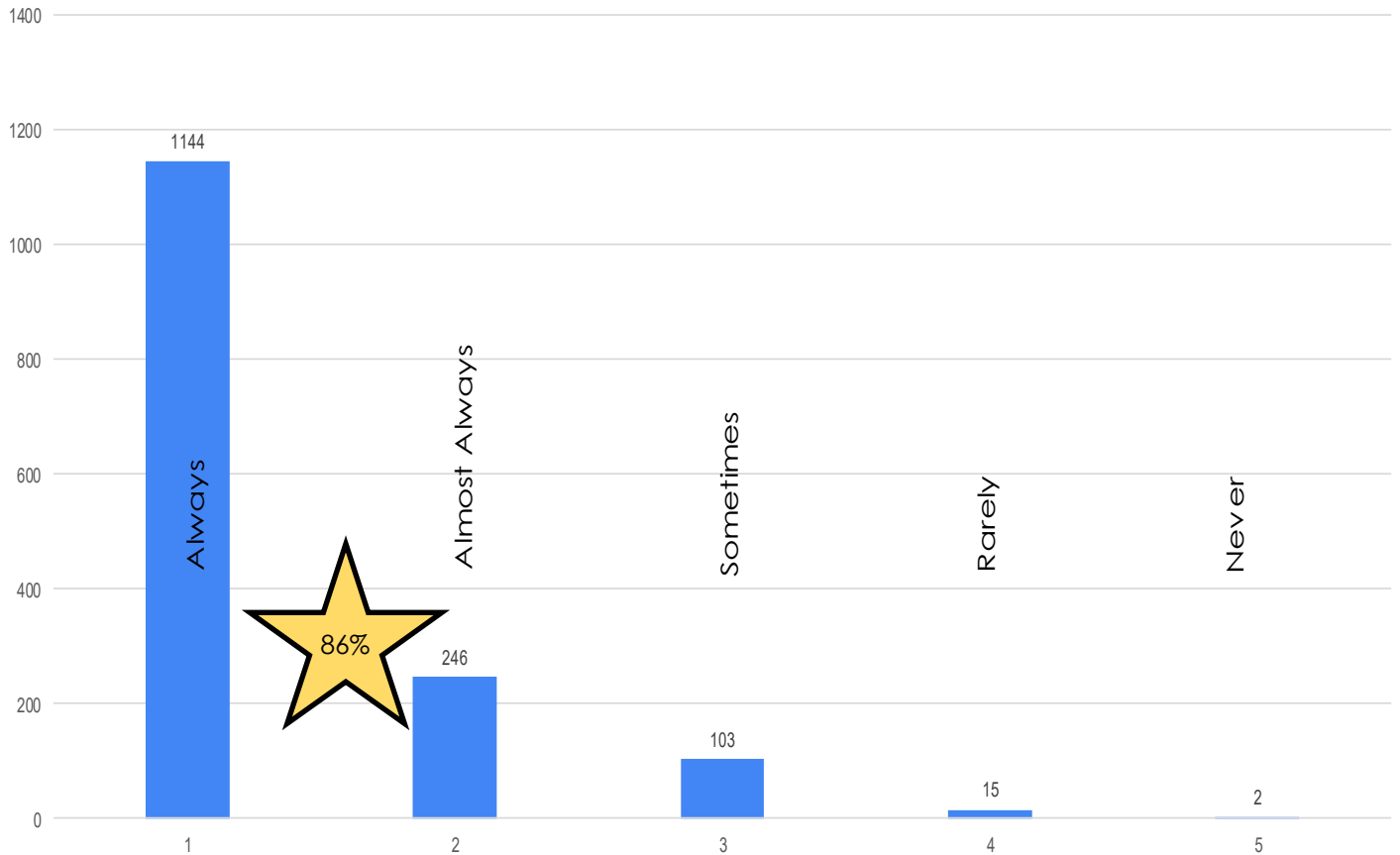
“Greeting people warmly and with a genuine smile and caring attitude is important, but being good at what we do is essential, otherwise we are not providing the kind of service expected by our customers. We must model excellency, always.” *Engaging Every Family*

“The Ten Second Rule. When someone enters your school or office, do not let him or her wait for more than ten seconds before they are acknowledged. Even a “thank you for coming today. Please be patient. I will be with you in a few minutes,” is better than nothing or a stiff “Just a minute.”” *Engaging Every Family*

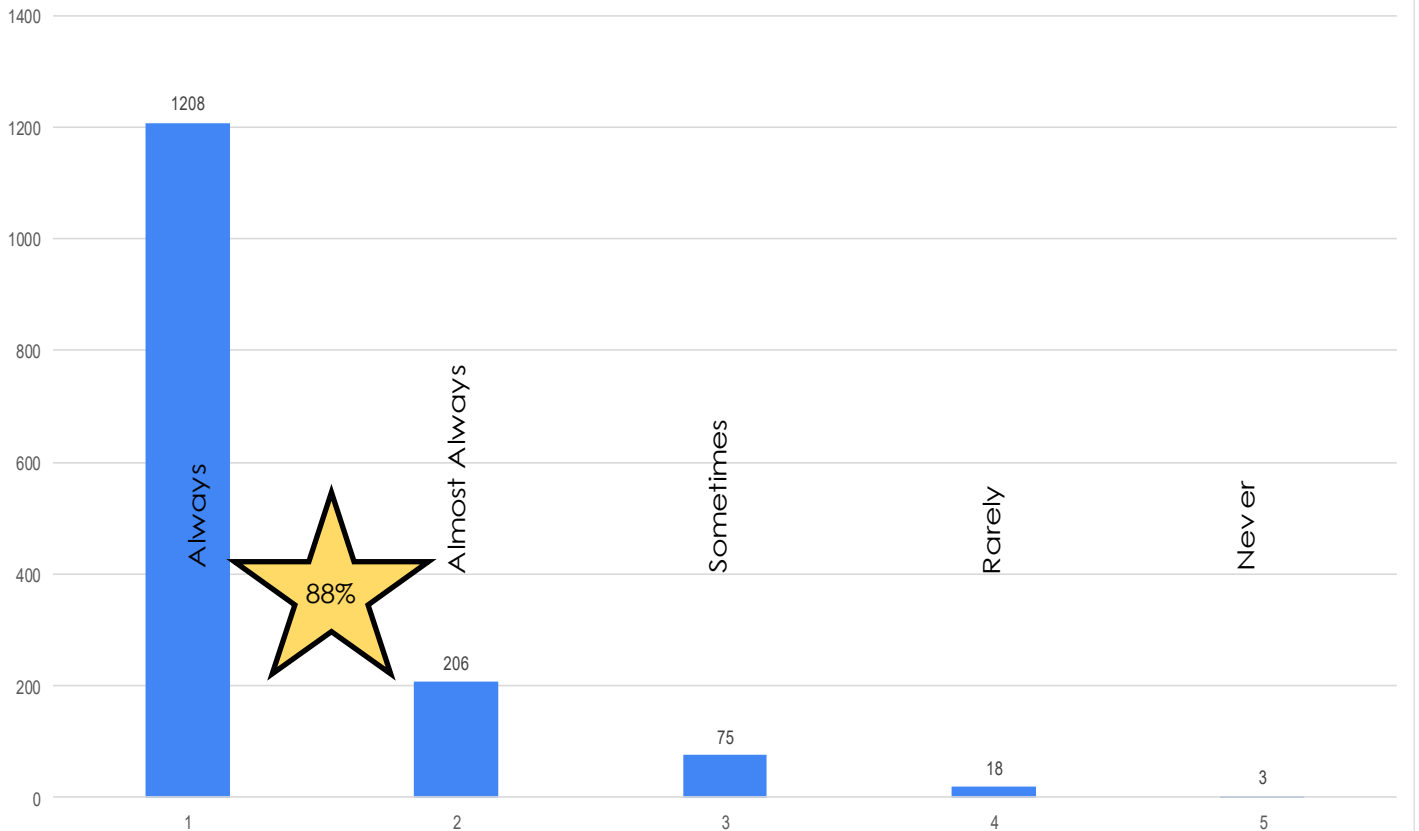
Your Front Office Staff are the first people families interact when they visit your school. The Front Office Staff is your Customer Service Team. Remember, customer services skills are not innate, they must be taught. How well does your Team provide services and assistance to your families? Celebrate the strengths!! Identify habits to continue and new habits to cultivate.



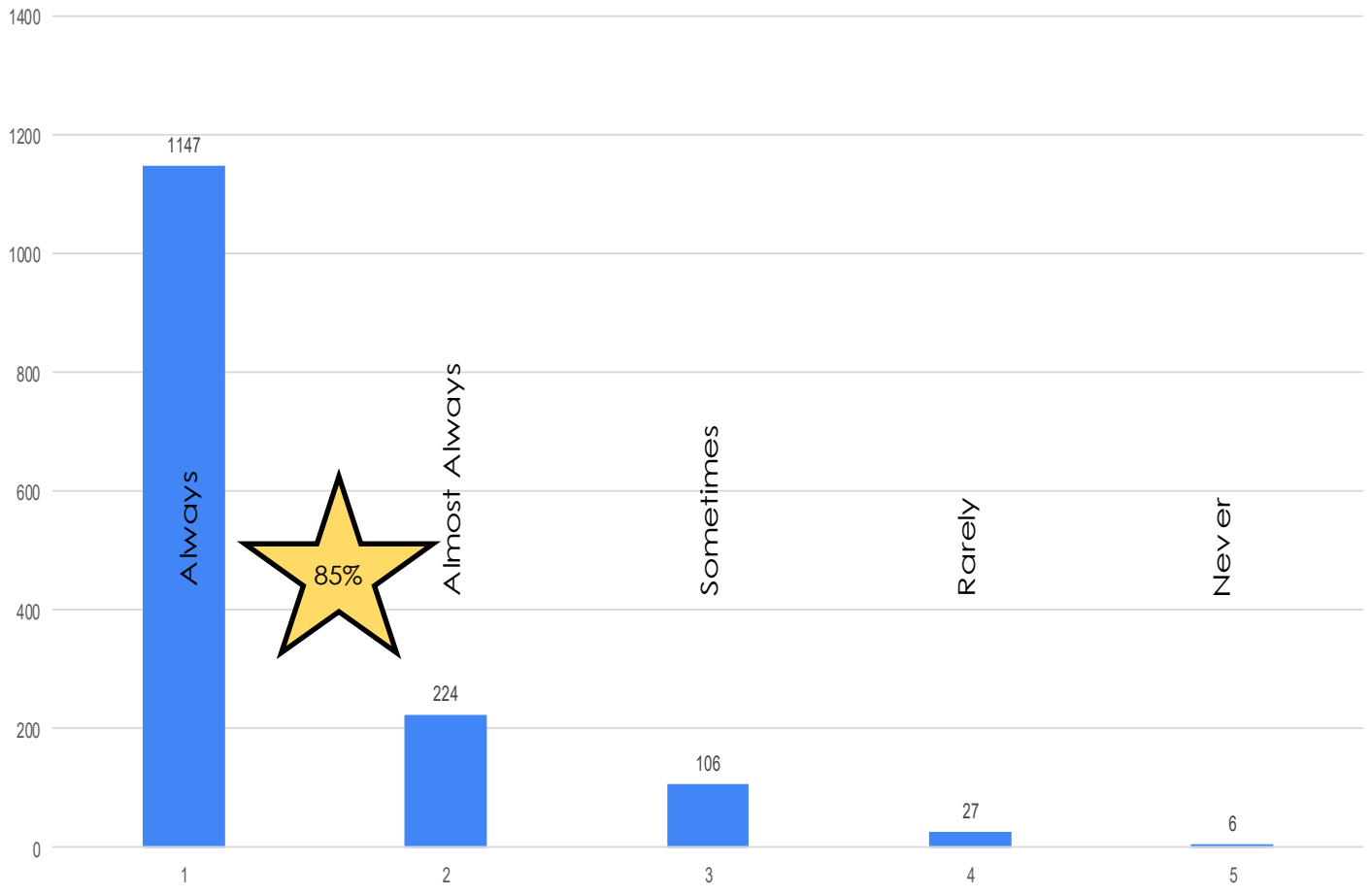
CCPS TITLE I SCHOOLS FRONT OFFICE STAFF
GREET VISITORS RIGHT AWAY



CCPS TITLE I SCHOOL OFFICE STAFF PROVIDE INFORMATION EASILY



CCPS TITLE I SCHOOLS FRONT OFFICE STAFF
ANSWER THE PHONE IN A WAY THAT MAKES ME FEEL GLAD I CALLED



COMMUNICATION

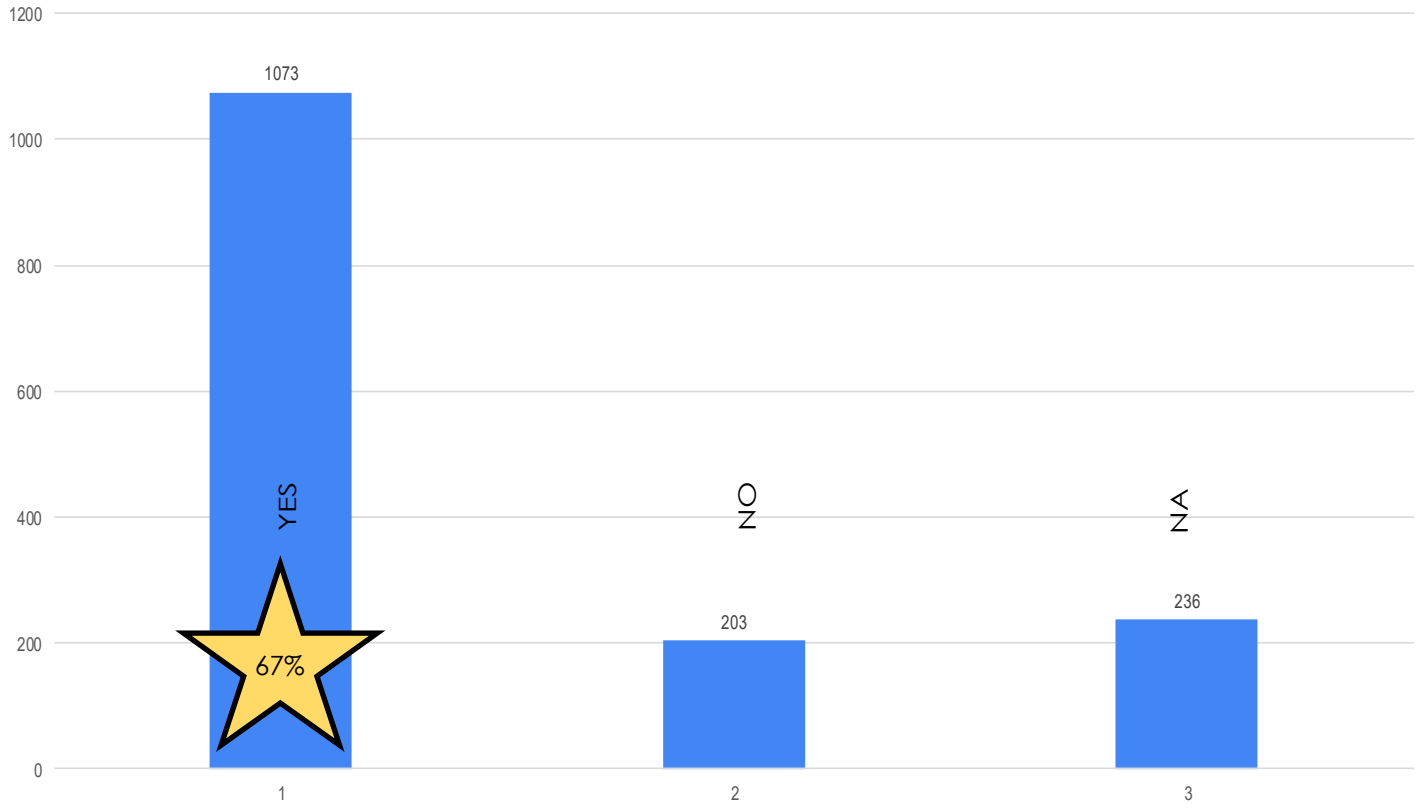
“There is consistent evidence that effective communication and relationship development create environments in the schools that are welcoming, respectful, and conducive to family engagement. The school places an emphasis on effective two-way communication with every family and stakeholder within the learning community and seeks to develop relationships based on mutual trust.” *Engaging Every Family*

Communicate, communicate, communicate! The importance of communicating with families cannot be over emphasized. Families want to hear from their child's classroom teacher(s) and from building leadership.

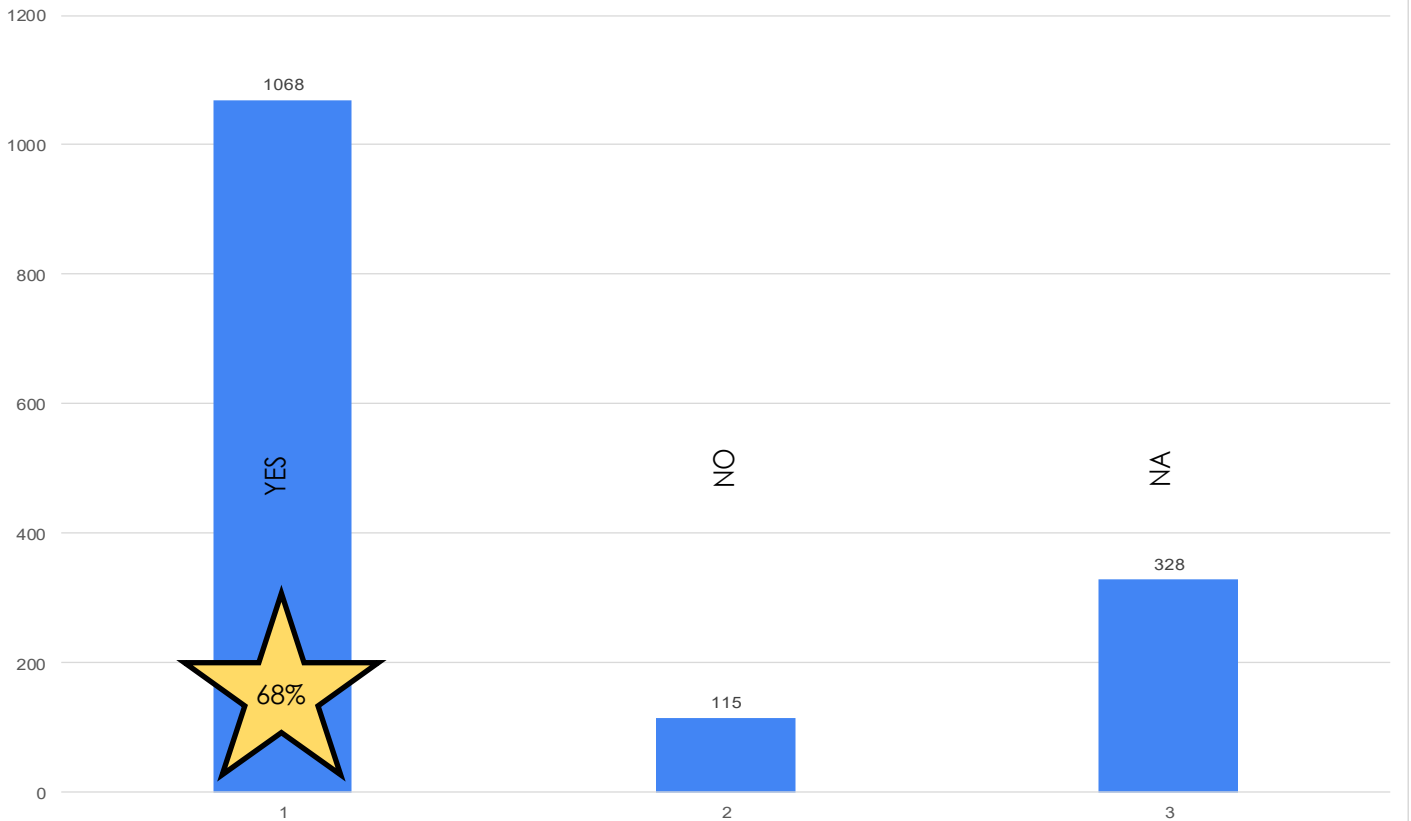
School staff have the responsibility to reach out to their families FIRST! WE must welcome families to school, the classroom, to the world of their child. Remember, family members carry their own memories and experiences of school and those experiences and memories influence their interactions and feelings now (even if it has been 10+years since they walked onto a school campus!) Their actions and words often reflect those past experiences. It is up to us to provide a safe, honoring, and consistent environment of trust to build relationships with our families.

When considering school procedures and policies, be sure they do not work against building relationships with families nor communicating with them.

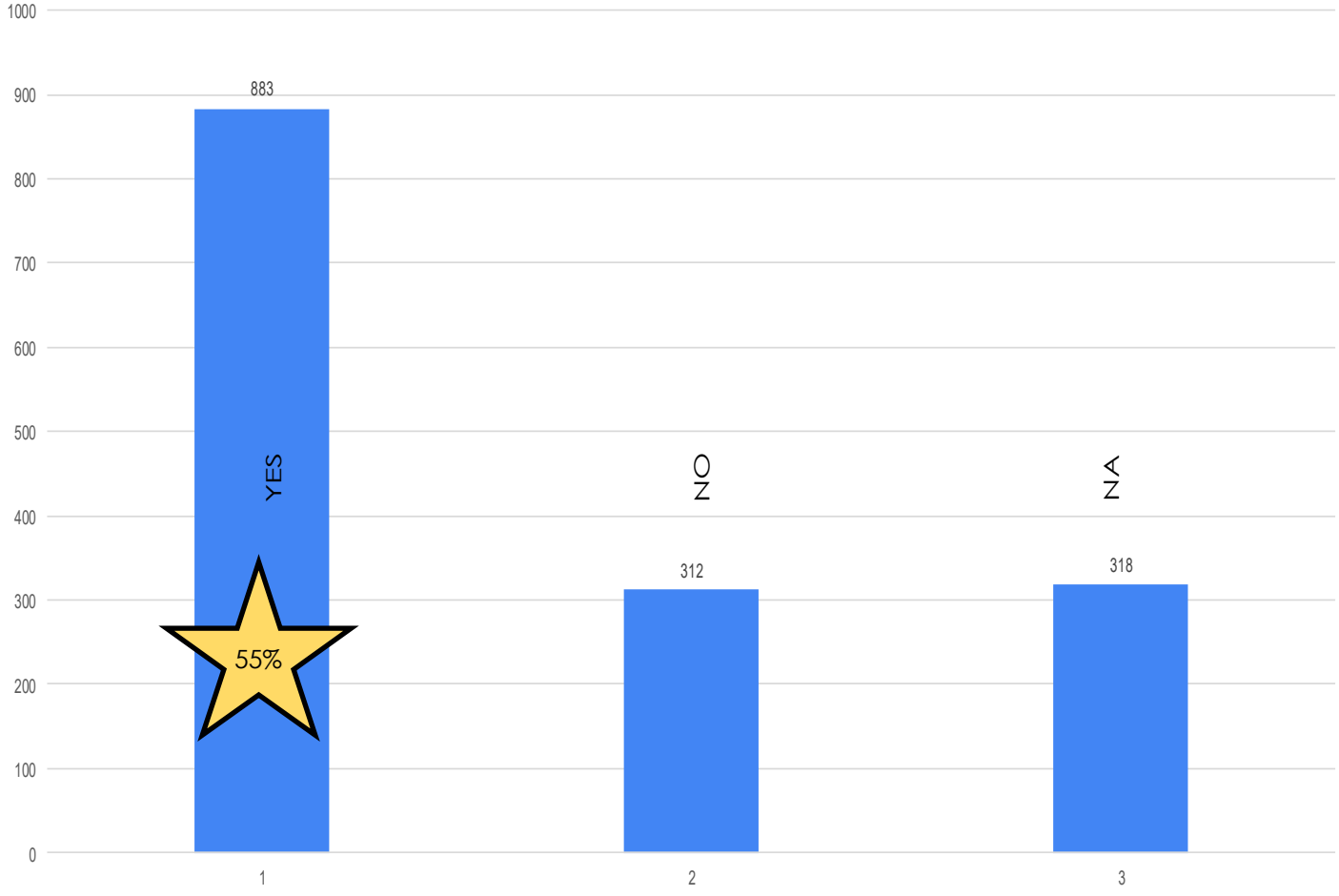
MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD IS HAVING A PROBLEM WITH BEHAVIOR



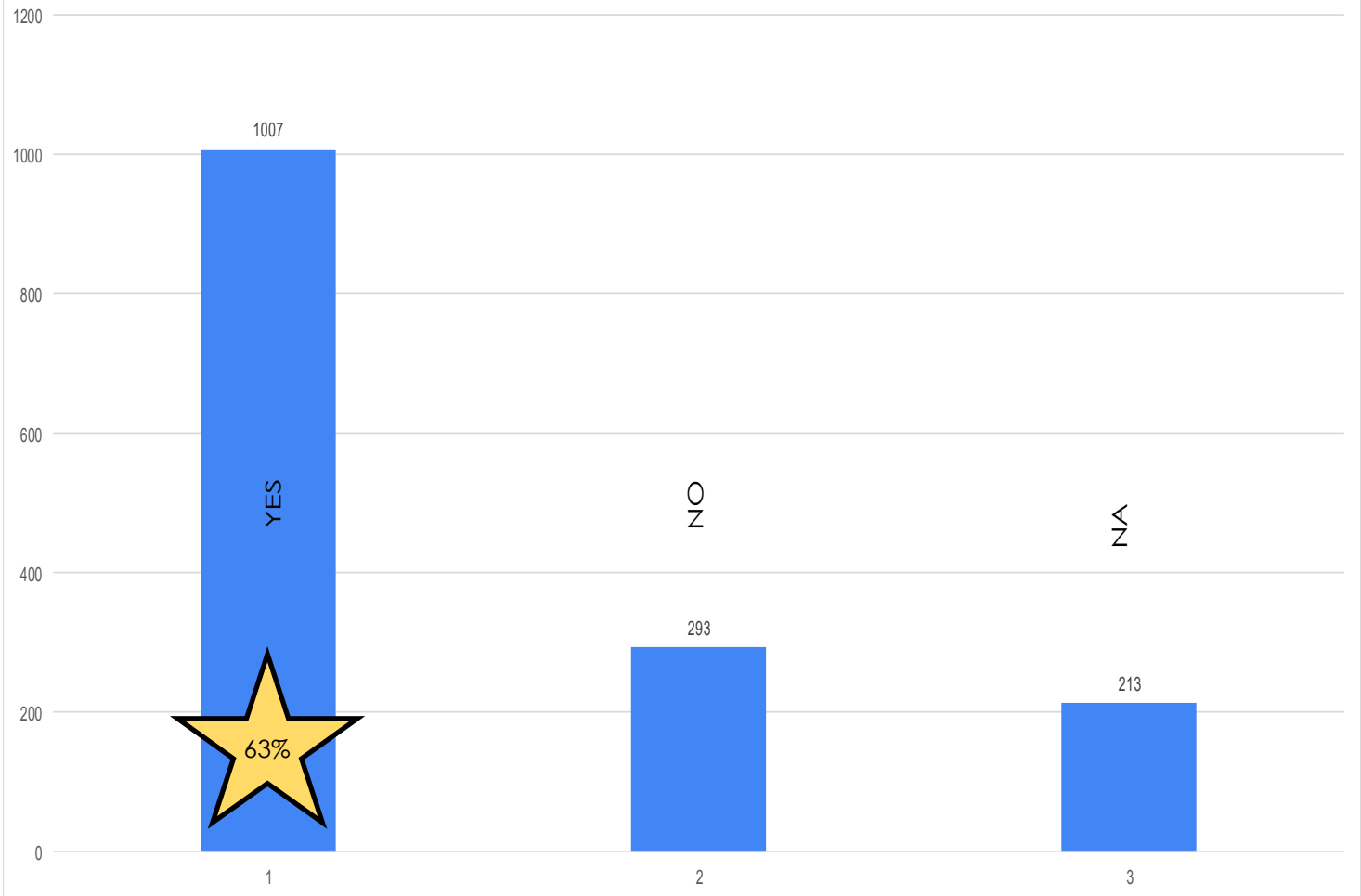
MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD IS SHOWING IMPROVEMENT IN BEHAVIOR



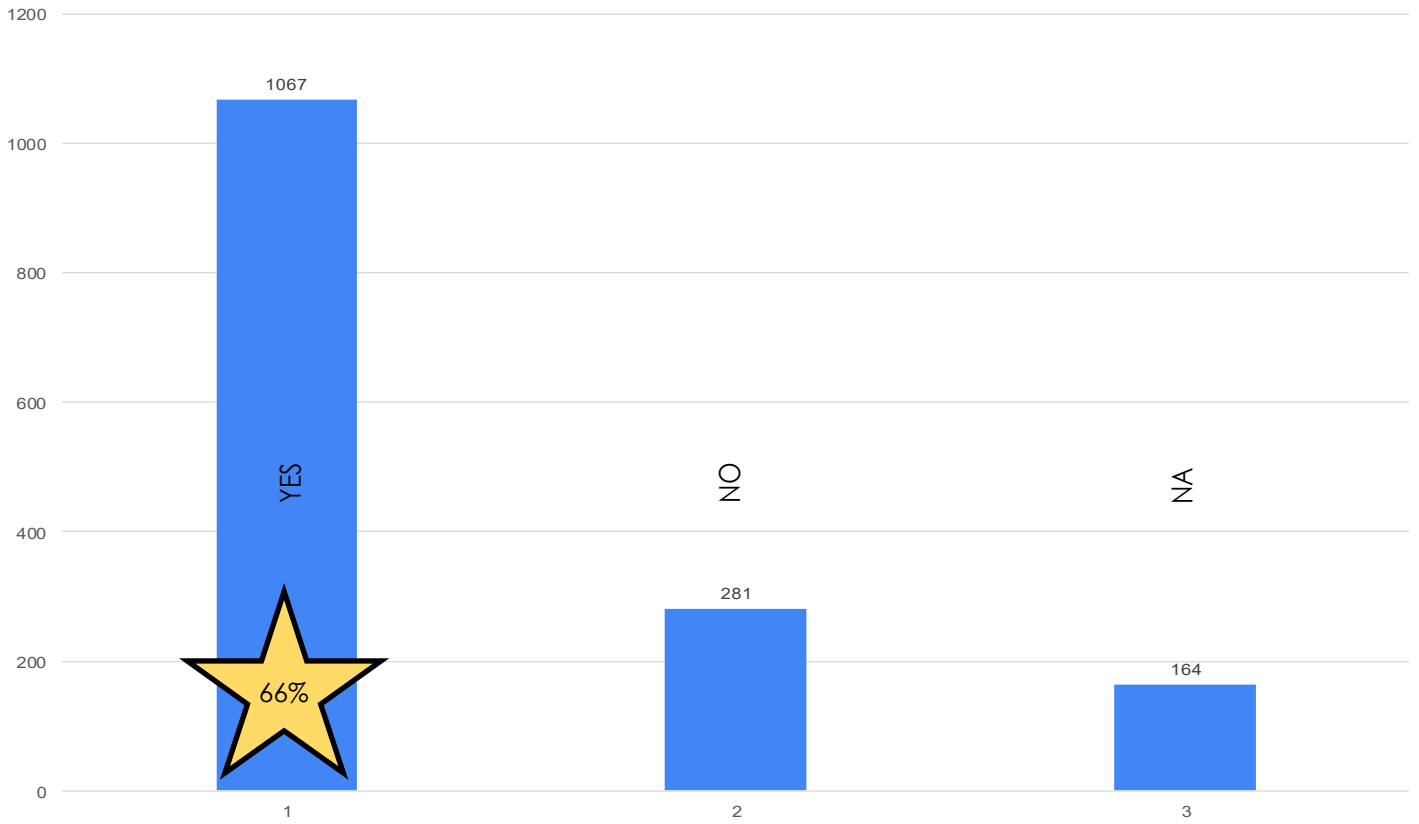
MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY IF MY CHILD IS HAVING A PROBLEM WITH FITTING IN WITH OTHER STUDENTS.



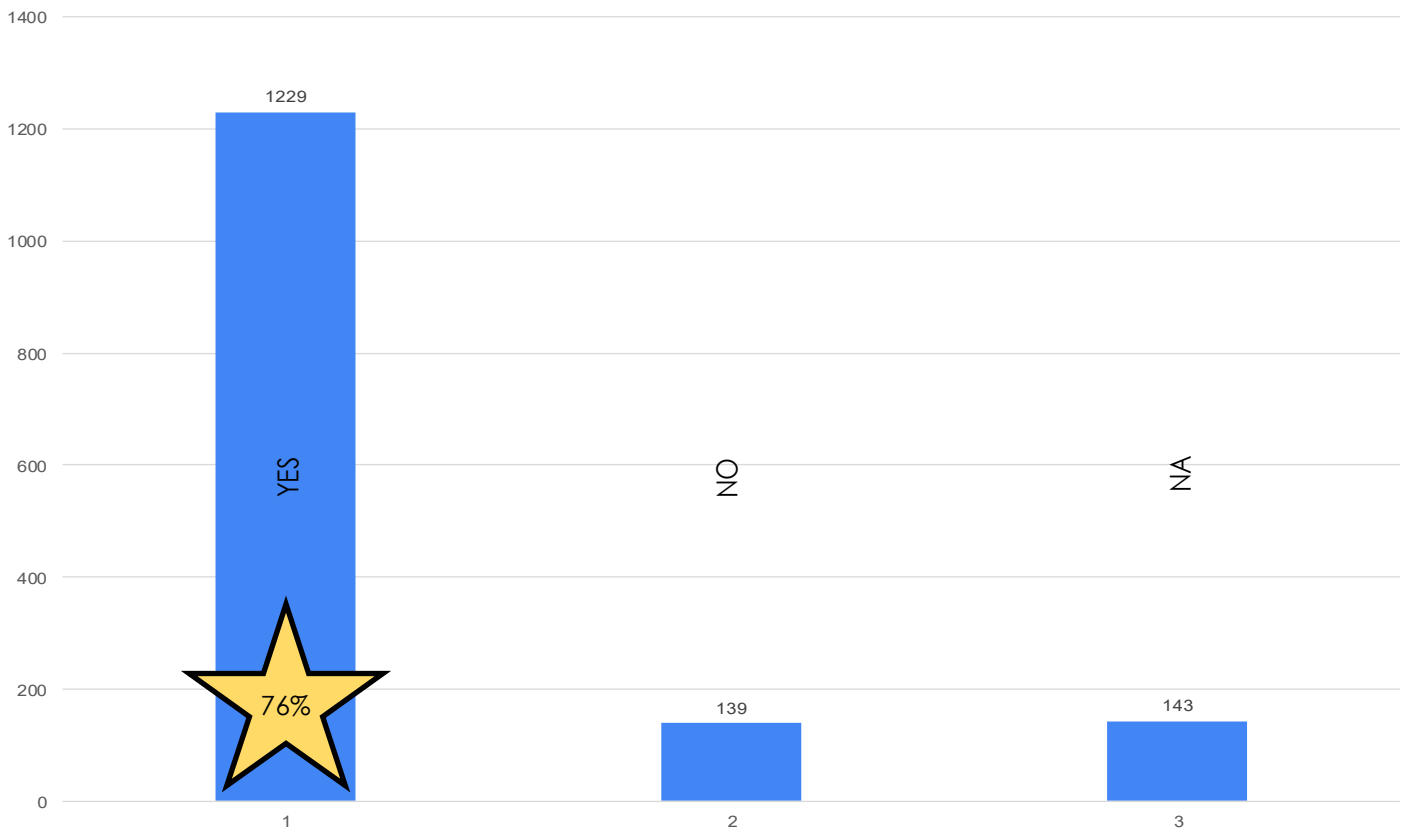
MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD IS HAVING A PROBLEM WITH HOMEWORK



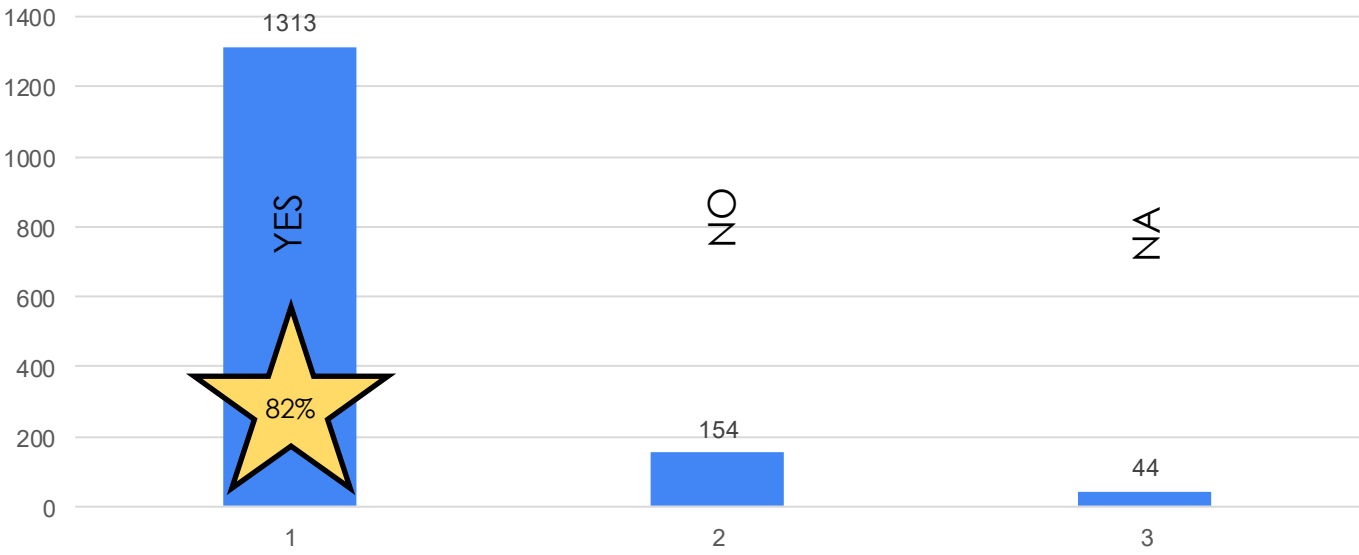
MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD IS HAVING A PROBLEM WITH GRADES/TESTS



MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD IS SHOWING IMPROVEMENT IN GRADES/TESTS



MY CHILD'S TEACHER(S) LETS ME KNOW RIGHT AWAY
IF MY CHILD DOES SOMETHING POSITIVE



COMMUNICATION
IT IS EASY TO GET A TRANSLATOR IF I NEED ONE.



It is important to remember to provide communication to all families, including those who do not speak English. In Charlotte County the majority of our families that do not speak English are Spanish speaking, followed by speakers of Haitian-Creole. From there, each school has small groups of other languages that are spoken. Remember, these families and students are learning a second language (or third or fourth language in some cases) and we are here to support them.

Are you providing flyers and newsletters in other languages? And not just by request!

Do staff members know a few key phrases in the most common other languages? Doing this goes a long way to building relationships and improving communication.

How do you address fears of families learning English? (Fear of losing face, of feeling inadequate, embarrassed, or frustrated)

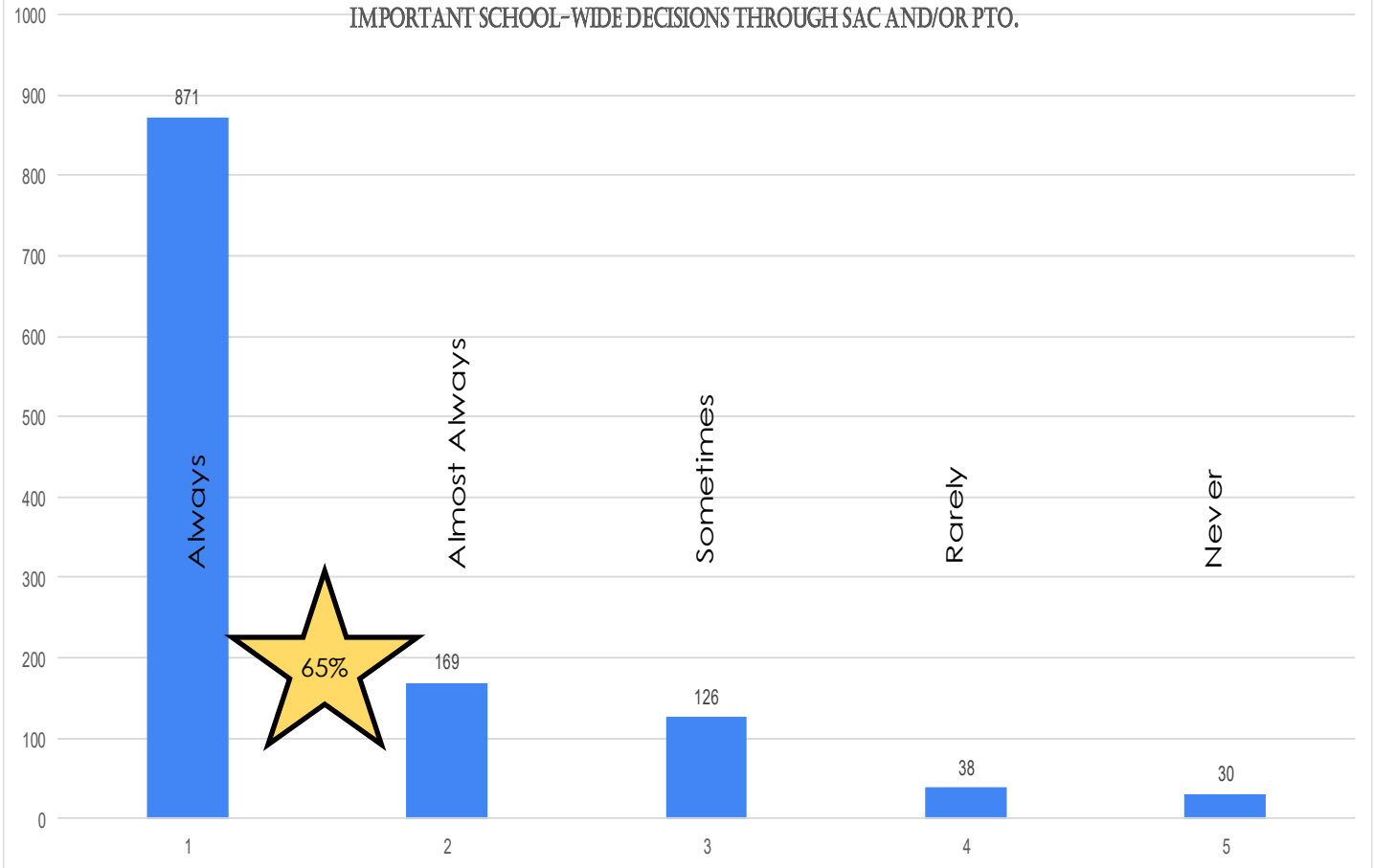
Are staff members reaching out with a translator when calling home?

Consider having an orientation given by someone who speaks their language. What benefits would that provide for the families and school?

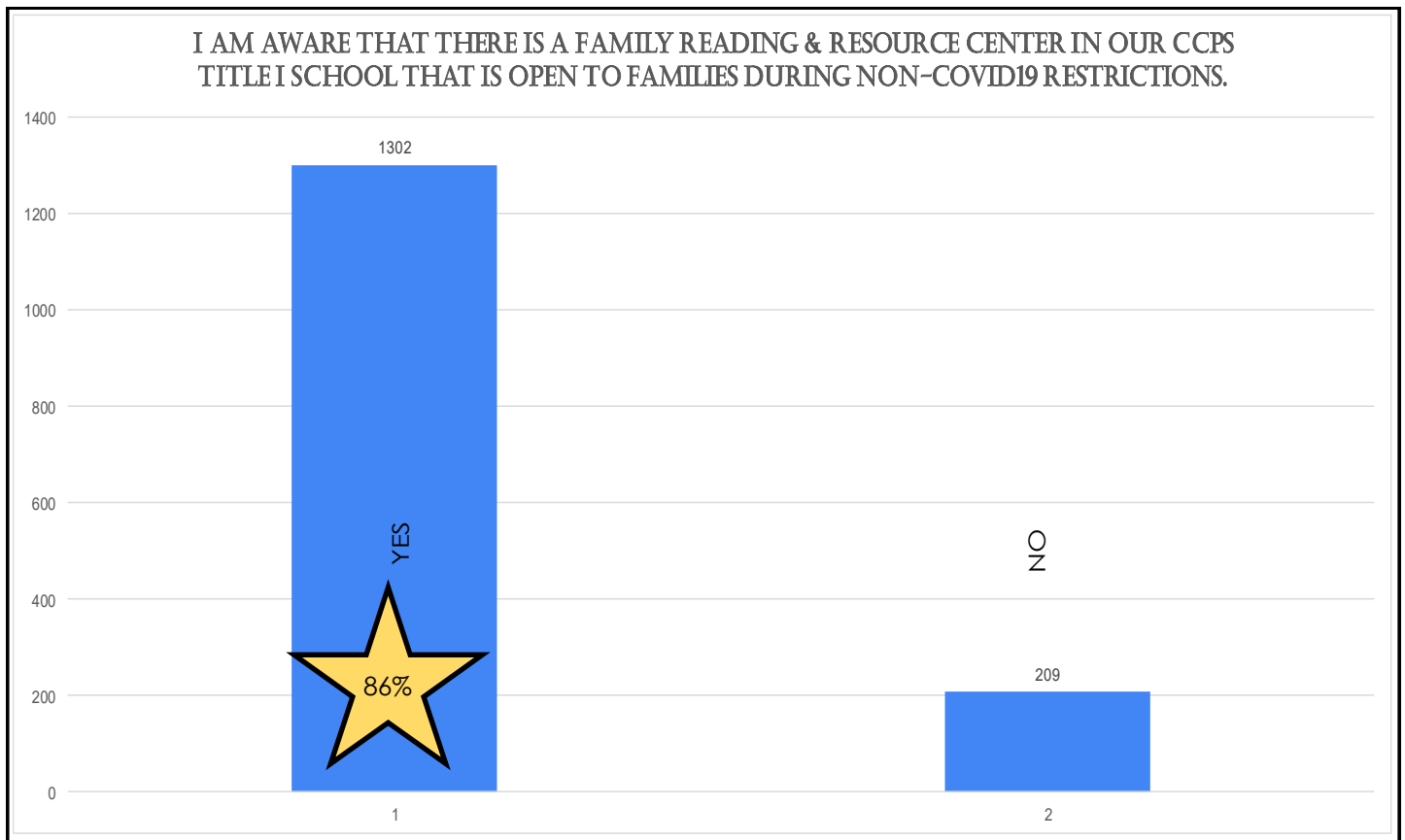
PTO/SAC

Are you reaching out to all families? Are you offering the meeting at various times, in various formats, such as in person, live Web-based, or as a recording? Are you considering the languages that may be spoken? How are you gathering input and comments from families on agenda items if they are unable to attend?

COMMUNICATION
STAFF MEMBERS AT MY CHILD'S SCHOOL GIVE ME AN OPPORTUNITY TO PROVIDE INPUT BEFORE MAKING
IMPORTANT SCHOOL-WIDE DECISIONS THROUGH SAC AND/OR PTO.



FAMILY READING & RESOURCE CENTER



“Used effectively, these liaison positions [AFA] can create an atmosphere of trust in schools and can also serve as a vehicle to connect families with classroom teachers” *Engaging Every Family*

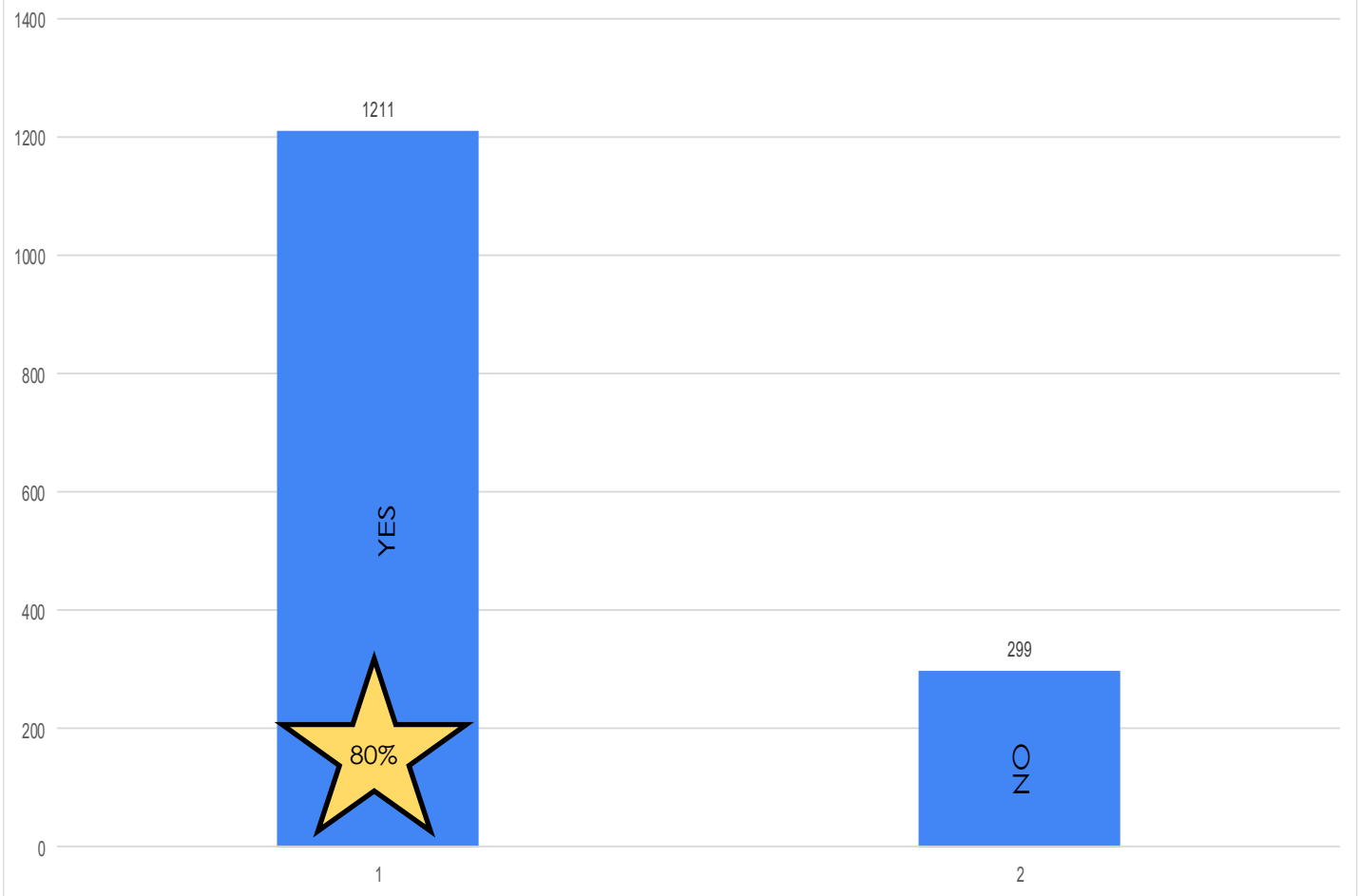
Family Reading and Resource Center (FR&RC)

The Family Reading and Resource Center gives families access to books for family reading, support to assist their child with academic success, and opportunities build relationships with the school and other school families. Does your Achievement and Family Associate (AFA) keep an engaging space, assist families with book choices, organize and promote family engagement events, and increase families' self-advocacy skills? Are your enrolling families given a tour of the FR&RC when they register? Are there flyers and communications to families about the days and hours the FR&RC is open? Are families able to schedule an appointment to go to the FR&RC if the regular hours do not accommodate their schedule? Has your faculty taken a tour of the FR&RC and met the AFA? And do they know what the FR&RC is?

What changes might help increase families' and staff's awareness about the Family Reading & Resource Center?

Is the FR&RC located in an easily accessible place on campus? (Keep the challenge of campus safety protocols in mind!)

I AM AWARE OF OPPORTUNITIES SUCH AS FAMILY WORKSHOPS AND OTHER ACTIVITIES THAT SHOW FAMILIES HOW TO HELP THEIR CHILDREN AT HOME.



“The key to effective engagement is to make experiences for families both meaningful and relevant. *Meaningful* and relevant are two very important words when engaging every family.” *Engaging Every Family*

Consider how you are engaging parents/guardians in workshops. Are the workshops driven by parent/guardian interest and/or request?

Are workshops offered on different days and at different times? The same workshop can be repeated so that it may reach more parents/guardians.

Read the comment section for suggestions from your families. Survey them, ask them and **FOLLOW THROUGH** with workshops of their request and interests. There are few less frustrating experiences than not being heard and acknowledged.