



## Parent and Family Engagement Plan 2019-2020

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

### School's vision for engaging families:

Dixieland will strive to build relationships with real family engagement for every child, every family, every teacher, every day. Our doors are always opened and we welcome all parents and families to be a part of their child's/children's learning.

### What is Required:

#### Assurances: We will:

- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☒ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☒ Involve parents in the planning, review, and improvement of the Title I program.
- ☒ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☒ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☒ Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☒ Coordinate with other federal and state programs, including preschool programs.
- ☒ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☒ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: Dawn Clark Date: 7/26/2019



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### **EVERY TITLE I SCHOOL IN POLK COUNTY WILL:**

1. Involve parents in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.

	Date of meeting to gather parent input.	How were parents invited to give input?	Describe the method in which parents were involved.	What evidence do you have to document parent/family participation?
School Improvement Plan (SIP)	1/19/19	Invitation, Newsletter	School Advisory Council Meeting	Minutes, Agenda, Sign in Sheets
Parent and Family Engagement Plan (PFEP)	4/26/19	Home Survey Flyer, Remind Invitation, Agenda Reminder.	Survey responses, parent meeting	Agenda, Minutes, Sign in Sheets, Marked up Surveys for Activities to Build Capacity.
School-Home Compact	4/26/19	Home Survey, Invitation, Agenda Reminder, Website	Survey responses, parent meeting	Agenda, Minutes, Sign in Sheets, Marked up Compacts.
Title I Budget	9/7/18, 11/6/18, 1/19/19, 3/8/19, 4/26/19	Invitation, School Newsletter	School Advisory Council Meeting	Meeting Agendas, Sign in Sheets, Power Points
Parent & Family Engagement Allocation	9/7/18; 9/20/18; 9/25/18	Flyers, Newsletters, Invitation, Website	School Advisory Council Meeting, Title 1 Annual Meeting	Meeting Agendas, Sign in Sheets, Power Points

*\*Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

*\* Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

Tentative date & time(s) of meeting	September 3, 5, 10, 12, 19, and 26 from 4:30-6:00 pm
How are parents notified of the meeting?	Flyers, Website, Remind Text, Newsletter
What information is provided at the meeting?	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.
How are parents informed of their rights?	Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	We will serve a meal and provide translations of printed material and power point for our high population of Hispanic parents.
How will you get feedback from parents about the meeting?	Evaluations will be distributed and collected with an incentive for students whose evaluation form is returned.
How do parents who are not able to attend receive information from the meeting?	Information will be released on our website and notifications of such will be in our newsletter. Arrangements will be made for parents during the school day upon request if they are unable to attend after school.





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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

Title IV-Homeless	Our guidance counselor serves as the school's DCF/Heartland contact person. She will provide information to our staff with regards to identify and serve homeless students.
Migrant	Due to our population, our school does not require services for migrant students.
Preschool Programs	Dixieland does not have a preschool program on site. We offer Kindergarten Roundup in April and invite neighboring preschools to attend.
Title III-ESOL	Our ESOL para serves our students and assists at our events to make translation of materials and services available to parents.
SAC	Members are elected, voted on and approved by the school board. At the first SAC meeting of the year, principal Dawn Clark shares the members' roles and responsibilities for
PTO/PTA	Our PTA has monthly meetings to address needs and determine ways to support the achievement of the students at Dixieland. PTA fundraises throughout the year to provide field trips and other learning opportunities for our students.
Community Agencies/Business Partners	Teen Trendsetters from Lakeland High School provides reading tutoring once a week to some of our high risk second grade students. The Citrus Center Kwanis Club donates funds toward literacy initiatives. The Florida Baptist Children's Home, Florida Presbyterian Homes, and College Heights United Methodist Church provide weekend backpacks with non-perishable goods for students identified by staff or parent request in need of food.

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	Compact, PFEP, agendas, conferences, website, monthly school-wide newsletters, Facebook and Class Dojo or Class Tag texting app
Describe how you 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 who is out of field.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Parents are informed of curriculum, assessments, and achievement levels in many ways: Translations of all materials are made available in Spanish
Describe how your school provides information to parents in their native language. What languages do you provide?	Translation of materials distributed at events or sent home are provided in English and Spanish. When conferences are held, a translator is provided
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our school has ramps to provide wheel chair accessibility to our meeting hall and the main office building.
Describe the opportunities parents have to participate in their child's education.	Parents are invited to attend workshops, parent/teacher conferences, curriculum events, book fairs, special's events (PE, Music, Art), Donuts with Dad, Muffins with Mom, etc... Parents are encouraged to volunteer to read to students, and chaperon field trips.

5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Sailing Toward Successful Parent Conferences	Research based strategies for building family and community partnerships	Joy Conley, Title 1 Family Engagement Contact, will conduct a mini workshop on tips	Teachers, Support Staff	9/24/19



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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

<b>Building Capacity of Parents and Families</b>							
<u>Topic</u>	<u>Title</u>	<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Transportation</u>	<u>Refreshments</u>	<u>Childcare</u>	<u>Translation</u>
Curriculum Areas	STEM Night; Math Game Night; ESOL Literacy Night	Engage students and parents in developing a love of reading and seeing math and science in the real world.	STEM 11/19; Literacy 12/17; Math 2/25; 4:30-6:30 and 9:00am-10:00am	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	Title 1 Annual Meeting and Open House	Provide information to parents regarding curriculum, grade level standards, and ways to help at home. (Grades 3-5)	9/3, 9/5, 9/10, 9/12, 9/19 & 9/26	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	Ongoing Technology Support	Computers available at events for parents to sign up for Parent Portal. AR	Front office:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transition (Kdg, MS, HS)	Kindergarten RoundUp	Parents of students entering Kindergarten will be given information regarding	April 23 4:30-6:30 pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College & Career				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements & Scholarships				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	Parent Teacher Conferences	Parents and Teachers working collaboratively will cause academic achievement to	Ongoing as needed. At least one face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will workshops/events be evaluated?	We evaluate the effectiveness of our events and workshops by reviewing the survey and evaluation results to see what changes are needed.
How will the needs of parents be assessed to plan future events?	Each of the evaluation forms from each of our events assess the needs of our parents and suggestions for future events.
What are the barriers for parents to attend workshops/events and how do you overcome these?	
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We offer after school times and during school times for most of our events. We also offer Tuesday and Thursday night events for parents to choose from. For example each grade level will hold an open house and Title I annual meeting on six different nights within the first few weeks of school.
How do parents who are not able to attend building capacity events receive information from the meetings?	Many of our Power Points are placed on our website. All of our materials are made available upon request for parents who cannot attend.

*\*These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*