

**Parent and Family Engagement Plan 2020-2021****Ben Hill Griffin Elementary** ☒

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:**

At Ben Hill Griffin Jr. Elementary, we believe in order to consistently improve student achievement, positive change must take place through collaboration of school leaders, community members, and families to break down the barriers that might otherwise limit academic achievement for our students.

**What is Required:****Assurances: We will:**

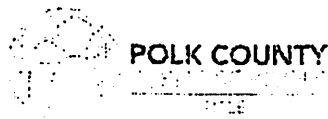
- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting 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: \_\_\_\_\_

*Patti McAllister*

Date: \_\_\_\_\_

*6/16/2020*



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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)	September 9th, 2020	Written invitation distributed to all families. Listed on school website inviting input.	Parents will be given draft copies of all documents and asked to make suggestions.	Sign-in sheets, edited documents with suggestions, notes from meeting.
Parent and Family Engagement Plan (PFEP)	September 9th, 2020	Written invitation distributed to all families. Listed on school website inviting input.	Parents will be given draft copies of all documents and asked to make suggestions.	Sign-in sheets, edited documents with suggestions, notes from meeting.
School-Home Compact	September 9th, 2020	Written invitation distributed to all families. Listed on school website inviting input.	Parents will be given draft copies of all documents and asked to make suggestions.	Sign-in sheets, edited documents with suggestions, notes from meeting.
Title I Budget	September 9th, 2020	Written invitation distributed to all families. Listed on school website inviting input.	Parents will be given draft copies of all documents and asked to make suggestions.	Sign-in sheets, edited documents with suggestions, notes from meeting.
Parent & Family Engagement Allocation	September 9th, 2020	Written invitation distributed to all families. Listed on school website inviting input.	Parents will be given draft copies of all documents and asked to make suggestions.	Sign-in sheets, edited documents with suggestions, notes from meeting.

*\*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 29th, 2020 6:00 p.m.
How are parents notified of the meeting?	Two written notices are sent in student backpacks/stickers in agendas. Date and time on school website and school marquee.
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?	Language and large physical area in which our students live. We have a large ELL population, therefore we will translate all our documents and notices into Spanish to facilitate those parents. We also provide translators at the meeting. We also offer our meeting at 6:00 to accommodate work schedules and distance to travel.
How will you get feedback from parents about the meeting?	We provide a written survey to all parents in attendance on quality of meeting and convenience of date/time. We also ask for any suggestions.
How do parents who are not able to attend receive information from the meeting?	We will maintain a copy of the Power Point presentation referencing Title 1 in the Parent Information Notebook (PIN) in the front office. The PP presentation will also be available on our school website on the Title 1 page.

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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.

<b>Title IV-Homeless</b>	Our Guidance Counselor works with teachers to identify any students that are homeless and works with the "Hearth" Program to provide support to those families.
<b>Migrant</b>	Migrant Advocate provides backpacks to students, conducts home visits, and assists with school and housing supplies.
<b>Preschool Programs</b>	N/A - we do not have preschool programs at our school.
<b>Title III-ESOL</b>	Our school employs an ESOL Paraprofessional who provides services to identified students. Our ESOL para works with students on English language development and assists with translation with students' families.
<b>SAC</b>	We have a SAC that meets four times during the school year. At our Title I Annual Meeting we encourage parents to become members and provide input on our expenditures, activities, and educational focus.
<b>PTO/PTA</b>	PTO welcomes parents at our Annual Title I Meeting and introduces appointed PTO officers for the year. The PTO encourages membership of families, participation in sponsored events, and nomination of officers.
<b>Community Agencies/Business Partners</b>	CAT - Our school has organized a Community Action Team. Composed of business and community members who work with our school to find ways in which the community can assist our school in achieving success for all our students. These members will attend "State of the School" meetings throughout the school year to receive updates from the Principal.

4. Utilize strategies to ensure meaningful communication and accessibility.

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.</b>	We provide families with a Calendar of Events at the Annual Parent Meeting to promote participation at Title I Workshop events. On our school website we communicate important event's dates/times. Our teachers are required to conduct at least one face-to-face conference with each student's family. Many teachers utilize the Remind or Class Dojo app to improve communication with their students' families.
<b>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.</b>	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.
<b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Our school conducts two "Status of the Class" meetings with families. At these meetings their child's progress is reviewed. Teachers create classroom charts to allow families to see how well their child is doing in relation to their peers and the expectation of the state requirements. Assessment dates for Progress Monitoring and State Assessment dates are provided at the meetings. We also emphasize the mandatory retention for 3rd graders.
<b>Describe how your school provides information to parents in their native language. What languages do you provide?</b>	Due to the large number of Hispanic students, we provide all notices and documents in both English and Spanish.
<b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Parents with disability will be asked if they need assistance in attending meetings, workshops, or events.
<b>Describe the opportunities parents have to participate in their child's education.</b>	Families have the opportunity to participate in their child's education by being an approved volunteer or member of the PTO, SAC, or Community Action Team.

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.

<b>Topic/Title</b>	<b>How does this help staff build school/parent relationships?</b>	<b>Format for Implementation: workshop, book study, presenter, etc.</b>	<b>Who is the audience?</b>	<b>Tentative Date/Time</b>
Effective Communication with parents/families.	Assisting teachers with meaningful topics for conferencing with families. Developed agenda provided to teachers with leading questions to address during meeting. Also, correct documentation on Title I Conference Log.	Professional Learning with Literacy Coach.	Classroom Teachers	August 17th during Collaborative Planning.
How to conduct a "Status of the Class" meeting.		Professional Learning with school Coaches.	Classroom Teachers	September 14th, during Collaborative Planning.



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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	Family Science Night/ Math Night	Teachers and coaches will model hands-on activities that can be used at home to reinforce concepts in ELA/Math/Science.	Nov. 3rd - 4:30 Feb. 25th -4:30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	Status of the Class Family Nights	Provides a framework for teachers for conducting a successful meeting with families by organizing progress monitoring data into student specific folders, creating classroom charts, and effectively communicating grade level and state expectations.	Sept. 27th- 6:00 Jan. 28th -6:00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	Technology/Media Family Support Night	By providing Virtual Platform support, families can assist and monitor students in completing online assignments and Accelerated Reader.	August 25th - 4:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Shadow Day	Upcoming 3rd graders that are at our feeder school (Frontstreet Elementary), will visit our school for a walk-through of all our school areas and end with a workshop in a 3rd grade classroom.	April 27th - 9:00-11:30.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College & Career	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements & Scholarships	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	Individualized Parent Conferences	Teachers will conduct at least one face-to-face conference within the school year. The Conference Agenda will guide the meeting.	Ongoing - before and after school and during teacher planning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will workshops/events be evaluated?	We have a written survey that we provide to all families at the end of each event. We also request feedback from SAC members to evaluate effectiveness of events based on participation data and survey results.
How will the needs of parents be assessed to plan future events?	Survey results and participation data are analyzed by SAC and Leadership Team to adjust planning for future events.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Most of our parents are working parents, therefore we provide differing dates and times to accommodate work schedules. We also provide translation at our events and notices/surveys/documents in Spanish to accommodate our high Hispanic/ELL population.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Different days of the week and times have been arranged to accommodate work schedules. For example Status of the Class is on Tuesday night at 6:00 p.m. and Family Math night is on a Thursday night at 4:30 p.m.
How do parents who are not able to attend building capacity events receive information from the meetings?	All the handouts including and Power Point presentations are printed and placed in the Parent Information Notebook (PIN) in the front office. Also, the Title 1 Facilitator and Parent Involvement Paraprofessional are available at all times to answer questions and provide details from meetings.

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