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**2017-2018 Title I Parent and Family Engagement Plan**

**Churchwell Elementary School**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| At Churchwell Elementary, we the students, parents, staff and community, will work as a team in a positive environment, and experience success each day through meaningful activities using all available resources. |

**All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.**

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

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| **Involvement of Parents** | |
| If the school wide program plan under **Section 1116 (b) (1**) is not satisfactory to the parents of participating children, the school will include/submit the parents’ comments with the plan that will be made available to the local education agency **Section 1116(b) (4).**  Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting. | |
| ***Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?*** | All Parents/Families are invited to participate in developing and revising this plan. The plan is revised each year using parent input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This plan is reviewed throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home. |
| ***How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?*** | Parents are surveyed before we develop the plan and asked what types of workshops they would like the school to provide to assist in helping their child’s academic success. Results from the survey are used to plan parent and staff trainings. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | All parents were invited to provide input on the 2017-2018 plan. An invitation was sent via school folder, Remind message, and school marquee to invite parent meeting held on May 11, 2017. Parents who could not attend the meeting were invited to submit comments or suggestions on the invitation. Copies of the meeting, agenda, sign in sheets and minutes containing all parents suggestions is kept on file as documentation. |
| ***How will this plan assist in providing high quality instruction for all learners?*** | This plan helps ensure that we provide parents/families with information, materials and resources to support their child’s learning at home by offering parents workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day. |
| ***How will the school share comments received from parents/families?*** | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When feasible parent suggestions are incorporated into the plan. |
| ***How will this plan be made available to the community?*** | This plan is available to all parents, business partners, and School Advisory Council members. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

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| **Annual Parent Meeting**  The school will conduct an Annual Meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)** | |
| Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input.  Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations. | |
| ***Date and time you will hold your meeting?***  **August 31, 2017 or September 1, 2017** | Our Annual Parent Meeting will be held on Thursday, August 31, 2017 at 5pm & 6pm. The meeting will begin in the cafeteria and then move in to the classrooms. We will hold an additional meeting Friday, September 1, 2017 at 8am. All parents are invited and encouraged to attend one of the meetings. We will share with our parents/families what Title 1 is and all the resources that are available. We will allow time for questions and then release parents/families to the classrooms to meet with teachers. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All parents will be notified of the Annual Meeting via flyer in our Churchwell folder, notification on the school marquee, multiple Remind messages are sent to parents, with a final message the night before and a sticker in the student planner the day of the event. |
| ***Information:***  ***Please describe how your meeting will cover information about:***   * *the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child’s teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.* | The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title 1 program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child’s teacher. Information about this plan and our school compact will also be discussed.  After the general meeting in the cafeteria parents are encouraged to visit their child’s classroom to hear specific information related to their grade level. Students will also share their data folders and other important features in their classroom. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Transportation is not offered to parents. If we know of a family in need of transportation in order to attend, we work with the family to find a solution. Translation of materials given out will be translated in English and Spanish as well as a translator will be provided at the meeting. Parents are welcome to bring their child(ren) to the meeting so childcare is not needed. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | Parents who are unable to attend may view the PowerPoint on the school website. |

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| **Building Capacity of Parents**  School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement **[Section 1116(e) (1-3).** School will provide materials and training to help parents work with their child to improve their child’s academic achievement. **[Section 1116(e) (2).**  **Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.**   * *How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.*   Churchwell will provide materials and trainings to help families work with their child to increase student achievement, such as literacy, math and science trainings and the use of technology, as appropriate, to foster parental involvement.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Title**  **Topic** | **Impact on Student Achievement** | **Materials** | **Tentative**  **Date/Time**  **Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** | | **Curriculum /Florida Standards** | Provide information to families on standards by grade level and how they can support their child at home.  Grades 3-5 take the Florida State Assessment. | Grade level work packets will be given to families so they can continue working at home to increase student achievement.  Information on where to locate Florida Standards by grade level. | March 3, 2018 ELA from 8:30am-12pm Grades 3, 4, & 5  March 10, 2018 Math from 8:30am-12pm Grades 3, 4, & 5 | X | X |  | X | | **State Tests & Achievement Levels** | Provide test taking strategies and information concerning the assessments appropriate to their grade level. | Parents will be given test taking tips and sample test questions to familiarize their child with strategies. Websites that provide testing practice and additional information on the standards will be shared with the parents. | Monthly grade level newsletters  Quarterly school wide newsletters  Quarterly Academic Nights |  | X |  | X | | **Transition (Kdg, MS, HS)** | Workshops are provided to parents to give them information to help their child make a smooth transition into school. | Provide parents of incoming Kindergarten students information on how to prepare their child for school. | Kindergarten Round Up April 26 @ 8:30am |  | X |  | X | | **Literacy 1116 (e)** | Quarterly Academic nights with focus on one subject; Reading, Math or Science. | Each family goes home with a standards based activity to continue practicing in order to increase student achievement.  Free books are given to students who attend Reading Academic Night.  Families participate in hands on activities with academic tips and strategies in mind. | Academic Nights are held quarterly   * October 24 from 5-6:30pm * January 17 from 5-6:30pm * April 3 from 5-6:30pm |  | X |  | X | | **Technology, Parent Portal** | Provide parents information on how to navigate the Parent Portal to check their child’s grades. | Hands on workshops | Parent Portal workshops will be held in the computer lab   * October 24 from 5-6:30pm * January 17 from 5-6:30pm * April 3 from 5-6:30pm |  |  |  |  | | **College and Career** | Provide students an opportunity to earn industry certification | IC3 SPARK & Type to Learn software program | Weekly |  |  |  |  | | **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | **How do you assess the needs of parents?**  **Do you survey parents to ask what type of events or workshops you have at your school?** | | * SAC * District parent surveys * Evaluations from Academic Nights * Parent meetings to review compact/old PIP/PFEP | | | | | | | **How do you evaluate effectiveness?** | | * Data collection * Survey results * Comments on surveys * Student achievement data * Increase in family participation at school events | | | | | | | **Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.** | | * Newsletters with tips * Curriculum guides * Homework guides for parents * Strategies for parents to use at home * Family Academic Nights * FSA Parent workshops | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | Our school partners with community business and churches to help with the needs of our students. We supply school uniforms and supplies as needed to our students. Provide families with a list of community resources to meet their need. | | | | | |  * *The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.* |

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| **Building Capacity of Staff (Trainings)** | | | | |
| The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **[Section 1116(e) (3).** | | | | |
| **Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff …**  Effective Parent Conferencing Tips are provided to the teachers to encourage positive and continual communication with all parents.  Teachers use multiple means of communication, i.e. newsletters, emails, text reminders, educational apps, and phone calls, to reach out to parents.  Parents are encouraged to volunteer and provide input in SAC meetings and parent meetings to review compact and PFEP | | | | |
| **Please describe below how you do this.** | | | | |
| **Topic -Title** | **Purpose?**  How does this help staff build school/parent relationships? | **Implementation format:**  (Workshop, book study, etc.)  **Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| **Family Friendly Schools** | Tips for making our school more friendly and welcoming for parents and visitors to the school. | Welcome back workshops were held for staff | All staff | August 3, 2017 |
| **Effective Parent Conferencing** | This workshop gives helpful tips to our teachers as they begin to conference with parents. | This workshop was provided through a PLC and continues to be monitored monthly | All teachers | September 8 |
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| **Communication** | |
| The school will provide parents of participating children; 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 1116(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 1116(c)(4)(C)];** | |
| **How do 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?** | Schools are required to 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. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant. |
| **How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals?** | The school sends home the Right to Know letters which explains to parents that they have the access to their child’s teachers qualifications. |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | Families are informed of curriculum and assessments through newsletters and workshops held at the school. During parent conferencing, parents are given face to face tips on achieving student’s goals. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | Each student tested will receive test results via letter from the state explaining the test and their student’s results. |
| ***How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?*** | Churchwell teachers hold at least one face to face conference with each student’s parent/family. Each teacher has an agenda to cover as part of the conference. Teachers keep an individual conference log documenting the date, time, and parent signature showing that the compact was discussed. |

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| **Coordination and Integration:**  The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)]. | |
| **Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:** | |
| * ***Homeless*** | We work with the HEARTH program to provide transportation and other needs  Teachers are notified personally, as soon as the information is received.  Churchwell provides free breakfast and lunch to each student. We will provide free uniforms, backpacks and school supplies as needed and also are a recipient of the Kid Pack program. |
| * ***Migrant*** | Currently we do not have any migrant students. There is a plan in place if a student enrolls.  Newsletters and homework contracts will be provided in the child’s native language.  Translation would be provided, as needed, in workshops and conferences. |
| * ***Preschool*** | VPK classes are offered on our campus  Pre K teachers work alongside Kindergarten teachers to ensure students are prepared for Kindergarten by using the state Prekindergarten standards. Student progress is tracked through state VPK assessments and Teaching Strategies GOLD Developmental Scale. These results are provided to parents in a face to face annual conference. |
| * ***ESOL*** | Teachers are ESOL endorsed and provide strategies to accommodate ELL student needs.  We have 2 ESOL paras that work closely with teachers and students to ensure student needs are being met.  ESOL paras participate in parent/teacher conferences if translation is needed.  The ESOL department provides resources for ELL students to take home. |
| * ***SAC School Advisory*** | A letter goes out to all parents inviting them to join our School Advisory Counsel. Parents who return nomination forms, are added to the SAC ballot to be elected by their peer at the Annual Meeting.  Parents and staff provide input and schedule meeting dates and times.  Stakeholders may speak at a SAC meeting during designated times if they are not a member, but they are not allowed to vote on agenda items. |
| * ***PTO/PTA*** |  |
| * ***Community Agencies*** | We invite many community members to be a part of our School Advisory Counsel.  We partner with our local church to hold school wide music programs in order to accommodate our students and their families |
| * ***Booster***   ***Clubs*** |  |
| * ***Business Partners*** |  |

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| **Accessibility** | |
| The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)** | |
| ***What opportunities do parents have to participate in their child (rens) education?***  ***Volunteer?*** *Section 1116* (d) (c)  ***Mentor?*** | Volunteers are always welcome and needed at our school. Volunteers provide assistances in the media center, in the cafeteria, in teachers classrooms and provide small group instruction whenever possible.  For parents unable to participate during the day, materials are sent home to be cut, sorted, and bagged for the teachers to use during centers and small groups. |
| ***What forms of communication do you provide parents, in an understandable and uniform format related to;***   * ***school and parent programs*** * ***meetings*** * ***school reports*** * ***and other activities*** | * The plan and compact * Flyers * Website * Calendar * School Marquee * School and/or grade level newsletters * Parent workshops * Interims and report cards |
| ***What barriers hinder participation by parents in parental involvement activities?***  ***What steps will you take this school year to overcome these barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)*** | Possible barriers that hinder parent involvement,   * Transportation * Work schedules * Language   Steps we take to Overcome barriers   * We offer dinner to our families each academic night * All materials are provided for families to create standards based activities to help their child at home * Translators are available each academic night |
| ***How does your school provide information to parent’s in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)*  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | * Spanish translators are available at all school events * Newsletters and homework are provided in their native language |
| ***How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.***   * ***Title I Parent/Family Resource Centers*** * ***Books Bridge Buses*** * ***Parent University*** * ***Other*** | All information is available on our school website and in the Parent/Family Information Notebook (PIN)   * Monthly PIRC informational calendars * Books bridge schedule * Stickers placed in student agenda |