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

**WESTWOOD MIDDLE SCHOOL**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| **Our vision for parent and family engagement is to increase the awareness for parents and students of the various programs and initiatives started at Westwood Middle School, as well as work steadily for increased parent involvement in the various activities and academic enrichment programs that will be offered this year. We also want teachers to learn how to better reach out to parents and guardians with information and advice that helps their students understand the need to work and take advantage of the multiple educational opportunities that exist at Westwood Middle School.** |

**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 families are invited to attend the monthly Parent Meetings. Each meeting will have a variation of an educational theme to better inform the parents about the programs at the school. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | The administration and the Leadership Team look at parent feedback and staff ideas about methods to get a higher level of engagement from parents,. |
| ***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?*** | There are parents on the SAC that offer suggestions and feedback to the school administration about the Parent Night topics and the use of Title 1 fund. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their “Parent and Family Engagement Policy”. Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring. |
| ***How will this plan assist in providing high quality instruction for all learners?*** | Three academic coaches ( Math, Science, Language Arts/Reading) are funded under Title 1. The coaches work with staff to improve the level of rigor . |
| ***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. 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 24, 2017 |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | Informational flyers were sent home with each student giving the date and time for the meeting, the school sign had the information and a phone message was sent out. |
| ***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 Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child’s teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.  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.  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 information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | We have taken a survey about childcare for the Parent Nights and will work on a plan to include this in the future. Meeting time and night will vary to better allow parent attendance. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | A different survey will be distributed each Parent Night to solicit feedback on the various issues discussed and programs presented. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | School Newsletter and information on the school website. |

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| **Flexible Parent Meetings:**  The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)** | |
| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | The meeting start times will vary each month and the night will change. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | The childcare issue is being looked at for future meetings. Administration is discussing home visits. |

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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 …**   * ***how to reach out to, communicate with, and work with parents/families as equal partners,*** * ***the value and utility of contributions of parents/families*** * ***how to implement and coordinate parent/family programs***   ***how to build ties between parents/families and the school*** | | | | | | **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** | | **1st week Round Robin** | Communication methods, documentation of contacts by phone, in person or email | Mr. Bennett | Teachers moving through rooms as teams | Planning week | | **Positive Behavior Interventions and Support** | Demonstrates methods to work with students and parents to modify behaviors with positive feedback | District PBIS Staff | Teachers | December 2017 | |  |  |  |  |  |   **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?** | Annual Parent Night Meeting |
| ***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?*** | Annual Parent Meeting, alternate languages are available for parents, School website is updated with parent information handouts and general school information, Reading level information will be distributes at least twice each year, Four parent nights will include opportunities for parents to meet with teachers, |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | FSA and AR information will be distributed as it becomes available for each student |
| ***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?*** | . Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing. |

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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*** | School Counselors work with the HEARTH Program identifying students to teachers to work with them for personal supplies and other assistance, tutoring, school supplies and clothing. Parents are given information about support programs in the community. |
| * ***Migrant*** | Westwood has a Migrant Student Paraprofessional on campus, she meets with the students to assist them with the transition back to school, if the student does not speak English, we have Spanish and Haitian Creole translators on campus. |
| * ***Preschool*** | Not applicable |
| * ***ESOL*** | Westwood has a fulltime ESOL teacher, fluent in Spanish and a paraprofessional to translate Haitian Creole, Every effort is made to have parent handouts in the appropriate language, Westwood has a working relationship with the District ESOL department, any materials or supplies needed are made available to our parents and students |
| * ***SAC School Advisory*** | All parents are invited to become part of the SAC Committee. |
| * ***PTO/PTA*** | Currently the school administration is working to restart a PTO/PTA |
| * ***Community Agencies*** | There are several church and social groups that assist with the student population, Girl Scouts has started a troop at school, Church groups come to assist with various meetings for serving snacks to students and parents. |
| * ***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?*** | Each Parent Night an information sheet about Parent University and Parent Resource Center opportunities is distributed, volunteering is presented at all meetings, Student portfolio nights are a part of two Parent Nights. |
| ***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 PFEP and the Compact are available online and through the main office, each Parent Night is announced at least a week prior the event with the back side announcing the next night as well, School newsletter is sent home, Student Progress Reports, Quarter Report Cards, Parents are encouraged to use the Parent Portal for access to grade information and assignments |
| ***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)*** | It can be difficult for working parents to attend the various events, with that in mind we have moved the start time back 30 minutes to 5:30 PM for Parent Nights. Administration is considering offering childcare during meeting times, The majority of Parent Night Meetings will include a dinner for attendees, Translators for Spanish and Haitian Creole are available at every Parent event, Flyers will be translated in the future for non-English readers, There is a multicultural event scheduled for January 18, 2018 |
| ***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*** | Translation is provided at all school events, Spanish and Haitian-Creole, communication to parents is by flyers, School website, reminders in student agendas, newsletters and call outs. |
| ***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*** | Information will continue to be placed on the school website as well as being sent home by flyers and notices in student agendas, Parent Resource Center and Parent University information will be distributed at each Parent Night event. Free books for casual reading will be available at each Parent Night event |