**2018-2019 Title I Parent and Family Engagement Plan**

**Pinewood Elementary**

***General introduction of school’s vision for parent and family engagement.***

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| At Pinewood Elementary School, we strive to build and develop partnerships with parents and families that will help our students meet high academic standards for the school year. We will provide parents with needed resources and activities to encourage academic achievement. |

**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 are invited to participate in developing and revising this plan. The plan is reviewed and revised each spring using parent input for the upcoming school year. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | When reviewing the plan, 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 when developing and revising this plan. They are asked what types of trainings they would like the school to provide to assist in helping with their child’s academic achievement. These results are used to plan parent trainings. |
| ***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?*** | This plan helps ensure that we provide parents/families with information, materials, and resources to support learning at home by offering parent workshops on the Florida State 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. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

**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 ri rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

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| 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?***  | We will have 2 Annual Parent Meetings. The first one will be offered to parents of students in grades K-2 on September 11 from 4:30-5:30 and from 5:30-6:30. The second meeting will be held on September 13 from 4:30-5:30 and 5:30-6:30 for parents of students in grades 3-5. |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | Parents will be notified via flyers in Tuesday folders 2 weeks and 1 week prior, another reminder flyer will go home in agendas 2-3 days prior, and a label will be placed in agendas 1-2 days prior. The dates and times for each meeting will be posted on the school marquee and on the school website. |
| ***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*
 | Translation of materials will be in English and Spanish. We will provide translators at each meeting. Parents will go directly to classrooms to view information, so teachers will provide children with activities to do while parents listen. |
| ***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. The evaluation is their ticket out the door and asks if there is any additional information about Title 1, curriculum, or testing they would like to learn more about. |
| ***Parents who do not attend?**** *How will you get the information home to parents who do*

*not attend the meeting?* | Parents who are not able to attend this meeting can view the information presented on our school’s website. |

**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)**

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| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Parents are provided a calendar of events at the start of the school year. All dates and times of events are posted on our school website. Parent workshops are offered on different days and times, and sometimes twice in order to increase attendance. Ex; mornings and evenings.When applicable, our school videos the information provided and provides parents a link on our school website. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | For some parent workshops, our school offers limited childcare or children’s activities while parents attend workshops. Some teachers make home visits as needed to conference with parents who cannot attend a face to face school conference. Our school addresses barriers that hinder parent/family engagement on a needs basis or if requested, and when feasible, accommodates those requests. |

**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)**

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| **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?** | Right to Know letters are sent home with students in Tuesday folders the first week of school. These letters are found in English, Spanish, and Haitian Creole on our school’s website as well. |
| ***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 Meetings (English/Spanish)
* Website (English/Spanish)
* Parent Workshops (English/Spanish)
* Parent Conferences (English/Spanish)
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| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?***  | State and district reports are sent home to parents in grades 3-5 when results are released each year. Teachers review reports with parents at parent conferences as well. |
| ***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?***  | Each Title I elementary school is required to hold at least one face to face conference with each student’s parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. 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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| **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.*

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| **Title****Topic** | **Impact on Student Achievement** | **Materials** | **Tentative****Date/Time****Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** |
| **Curriculum /Florida Standards** | Provide information to parents on standards by grade level and how they can help their child at home. | Information on where to locate Florida Standards by grade levels | September 11 @ 4:30-5:30, 5:30-6:30 K-2September 13 @ 4:30-5:30, 5:30-6:30 3-5October 18 @ 5-7pm K-2 Science NightOctober 23 @ 5-7pm 3-5 Science Night |  | XX |  | XXXX |
| **State Tests & Achievement Levels**  | Provide strategies to parents and present information on the assessments their child will take  | Information on where to locate testing information by grade level and subject | September 11 @ 4:30-5:30, 5:30-6:30 K-2September 13 @ 4:30-5:30, 5:30-6:30 3-5 |  |  |  | XX |
| **Transition (Kdg, MS, HS)** | Provide information to parents to help their child make a smooth transition into school | Provide parents of incoming kindergartners information on how to prepare their child for school and what to expect next year | April 2019, times TBD |  | X |  | X |
| **Literacy 1116 (e)** |  |  |  |  |  |  |  |
| **Technology, Parent Portal**  |  |  |  |  |  |  |  |
| **College and Career** |  |  |  |  |  |  |  |
| **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  |
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| **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, PTO, Parent Advisory Meetings
* Parent surveys, district surveys
* Evaluations at previous workshops
* Parent meeting to review compact/PFEP
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| **How do you evaluate effectiveness?** | * Data collection
* Survey results
* Comments on surveys
* Student achievement data
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| **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
* Information on school website
* Curriculum guides at workshops
* Reading materials
* Information in other languages
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| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | Horace Mann- At the end of every school year, a bicycle is awarded to one girl and one boy who had perfect attendance all year. |

* *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)**

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| **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***
 |
| **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** |
| Effective Conferencing | Tips on how to communicate effectively with parents | M. Hayes | Classroom Teachers | August 10, 2018, Time TBD |
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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***
 | Pinewood works with the HEARTH program for homeless students. Teachers are made aware of students who are homeless. Teachers notify our school counselor of students who need extra food. We distribute SMILE packs weekly to those students who are identified. |
| * ***Migrant***
 | All information sent home to parents is sent in English as well as the student’s native language. At parent workshops, translators are available for parents who speak Spanish as a primary language. |
| * ***Preschool***
 | Preschool parents receive invitations and are included in workshops where applicable and other parent involvement activities. |
| * ***ESOL***
 | Pinewood has two ESOL paras who work closely with parents and students specifically in Spanish. Our ESOL paras attend all workshops to provide translation to parents who need it. Information is sent home to parents about upcoming events in English and Spanish. We work closely with the ESOL department to get materials translated as needed. |
| * ***SAC School Advisory***
 | Our SAC committee meets once a month to discuss school businesses. |
| * ***PTO/PTA***
 | Our PTO meets quarterly to discuss upcoming school events, fundraisers, etc. |
| * ***Community Agencies***
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| * ***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) | Parents are informed of ways to be more involved through various flyers sent home throughout the school year in Tuesday folders. Workshops are mostly held in the evening so parents who work can attend. More ways to volunteer are located on our school website. |
| ***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***
 | * Compact
* Parent and Family Engagement Plan
* Flyers, notifications/invitations
* Calendars
* Website
* School marquee
* School newsletters
* Parent workshops
* PTO/SAC meetings
* Progress reports
* Report cards, interim reports, state assessments/curriculum information
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| ***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)*** | Barriers- language, childcare, work schedules, economically disadvantagedOvercoming barriers-* Language- Translators are available for parent conferences and parent workshops
* Childcare- Limited childcare will be available for younger children during parent workshops as needed
* Work Schedules- Parent workshops are held mostly in the evening for working parents
* Economically Disadvantaged- Food/refreshments will be served during parent workshops/meetings
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| ***How does your school provide information to parents in their native language?*** ***What languages do you provide?*** *Section 1116 (e) (5)* | Information that is sent home to parents is provided to them in English and Spanish. Information on the website is also offered in Spanish as well. |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Translators are provided at all workshops and parent events. Information presented at these workshops/meetings/events are provided to the parents in Spanish as needed as well. |
| ***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***
* ***Other***
 | Pinewood sends home monthly calendars in Tuesday folders for activities offered by the Title 1 resource center at Garner Elementary. This information is also located on the school website. |