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

**Southwest Elementary**

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

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| **District and School-based Title 1 Parent and Family Engagement Programs in Polk County Public Schools will strive to build relationships in order to create real family engagement for every child, every family, every teacher, every day. Southwest Elementary will nurture academic excellence and integrity by promoting a passion for learning in a safe environment.** |

**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 reviewed/revised three times a 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 three times 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 and state assessments while providing 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/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child’s academic achievement. Results from parent surveys 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)*** | 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 ensures that we provide parents/families with information, materials, and resources to support their child’s learning at home by offering parent 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. 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?*** | Our Annual Parent Meeting will be held on Thursday, September 21st from 5:00-6:00 pm. The meeting will be held in our cafeteria then parents will transition to their child’s classroom. All parents are invited and encouraged to attend the meeting. |
| ***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 parent meeting via an invitation sent home with students, a call out by the principal, Facebook post, notice on the school website, and a meeting notice sticker placed in children’s agendas. |
| ***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* | Transportation is not offered to all parents, however, if we know of a family in need of transportation in order to attend we work to find a solution. Translation of English materials given out can be translated in Spanish, Haitian Creole, and Chinese if needed. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed. Snacks or a light meal will be served at the meeting for families. |
| ***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 asks for feedback on title 1 knowledge gained at the meeting, meeting/event notification preferences, and suggestions to make future events more parent friendly. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | Handouts distributed by teachers at the meeting will go home with children whose families weren’t present and the meeting. The powerpoint will be posted 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 school. Monthly event calendars will be provided for the 18-19 school year. Parents are also provided informational flyers/invitations about all events as they arrive. All dates and times of events are posted on our school website, Facebook, and marquee.  Events are offered at varying times in the evening in order to give all parents an opportunity to attend.  When applicable, our school video tapes the information provided at events and provides parents a link on our school website. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Our school addresses barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodations can honor 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?** | Schools are required to notify each family of their right to know the qualifications of their child’s teacher. This is accomplished via Right to Know letters sent at the beginning of each school year. |
| ***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?*** | Parents are informed of the curriculum levels expected via:  Annual Parent meeting  School and District website  Classroom newsletters  Parent conferences  Discussion of school compact  Student tutoring programs  PIN Notebook  Updates on progress monitoring testing results  Parent involvement events hosted |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | Each family will be given a report of their child’s performance on progress monitoring assessments via reports given by teachers at parent conferences or sent home with the student for parental review. Results from state assessments will be given to parents once parent notification reports are released. |
| ***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.*  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Title**  **Topic** | **Impact on Student Achievement** | **Materials** | **Tentative**  **Date/Time**  **Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** | | **Parent/Teacher Conference Night** | Increase parental involvement. Connect parents with curriculum | Based on student needs as assessed by the teacher | November 15th, 2018 from 4:00-6:00 pm. This is flexible outside of this timeframe. |  |  |  |  | | **Dads Take Your Child to School Day** | Increase family involvement of male role models. Increase curriculum knowledge and school procedures. | Literacy resources to give to dads and other event related items. | September 2018. This event is not flexible |  | X |  |  | | **Mad Science Night** | Increase academic achievement/update on FL Science standards in practice | Experiment materials provided by vendor and/or school based facilitation of event for 18-19 school year. | October, 2017 |  |  |  |  | | **Camp Read-A-Lot** | Increase positive parent/child literacy experiences | One book is given to every child in attendance. Provide literacy games for families to participate in, give resources on our AR program, and provide parents with the opportunity to have their literacy questions answered by staff attending the event. | January, 2018 |  | X |  |  | | **Kindergarten Roundup** | Increase parental involvement and school readiness | Registration materials, information on school procedures/expectations, and other event related items | April, 2018 |  | X |  |  | | **Scholarships** | Provides economic means to attend college | Awarded to two 5th grade students each year | May, 2018 |  |  |  |  | |  |  |  |  |  |  |  |  | | **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?** | | We assess the needs of parents in various ways:   * SAC meetings * PTO involvement opportunities * School and District parent surveys * Evaluations after all events hosted * Parent meetings to review title 1 documents | | | | | | | **How do you evaluate effectiveness?** | | The effectiveness of hosted events are evaluated in various ways:   * Survey results * Student progress monitoring * Event attendance * Student achievement data * Parent verbal feedback | | | | | | | **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.** | | In an effort to assist parents/families in supporting learning at home, the following is offered:   * Teacher newsletters with parent suggestions in using curriculum * Updated informational website for parents * School to home technology sites are provided with usage instructions * Open library for parents to check out books for their children * Awareness of the District’s Parental Resources sites * Curriculum/standards guides * AR Home Connect opportunities * School to home projects * Events to learn and practice curriculum expectations * Strategies for parents to use at home * Resources offered in other languages | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | SWE partners with local businesses, churches, and the community by:   * Hosting family events and inviting partners to participate * Seeking approved volunteers to help with on campus tutoring programs * Receiving donated goods to support student incentive initiatives * Offering partnership recognition when appropriate | | | | | |  * *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.* |

**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** |
| **Help with events hosted at school** | Gives staff the opportunity to connect with families outside of the traditional academic setting. | Family events hosted on SWE campus | All teachers. Teachers will make grade level decisions on events to attend and rotate participation. | 2018-19 school year |
| **PBS/CHAMPS ongoing training** | Using schoolwide PBS and CHAMPS programs allows for increased parental knowledge as these programs provide consistency in school and classroom expectations. In addition, parents are regularly informed of behavior alignment with expectations. | PD refresher held at the beginning of the year with teacher follow through observed by administration. | Classroom teachers and paraprofessional staff as appropriate | August, 2018 - ongoing |
| **Accelerated Reader Implementation** | Encourage students to build upon current literacy skills, include families in literacy experiences, and communicate with parents about their student’s reading success and needs | PD by Literacy Coach at the beginning of the year with ongoing discussion during collaborative planning meetings. Monthly teacher involvement with various student incentives for AR accomplishments and implementation needs and goals. | Classroom teachers | August, 2018 - ongoing |
| **Building Parent/Family Relationships PD** | Continue building the capacity of our school and unify all teachers with the past and future vision for our families. | PD by Literacy Coach. Using ppt available in etask with appropriate modifications for SWE. Will be done during PLC. | Classroom teachers | 2nd semester |

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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*** | * Parent survey sent to all parents at the beginning of the school year asking if HEARTH support is needed * HEARTH program with assistance from office staff and school guidance counselor |
| * ***Migrant*** | Resources and materials are provided in other languages as needed. Translation is provided for conferences, events, and answering parent questions as needed. |
| * ***Preschool*** | * Invitations to school events * Kindergarten preparation accomplished via vertical teaming by teachers as well as parental resources and samples at Kindergarten Roundup * Participation in school wide literacy events |
| * ***ESOL*** | * ESOL para on campus * Information is always offered in parents’ native language |
| * ***SAC School Advisory*** | * All parents are invited to attend meetings via school website, marquee, and flyer home * All parent input at meetings is welcomed and considered |
| * ***PTO/PTA*** | * All parents are invited to attend meetings via school website, marquee, and flyer home * All parent input at meetings is welcomed and considered |
| * ***Community Agencies*** | * Community stakeholders are invited to attend events, participate in SAC and/or PTO, assist with tutoring programs, and volunteer to support school based needs * Suggestions of ways to be involved by our community stakeholders are welcomed and considered |
| * ***Booster***   ***Clubs*** | There is not a current opportunity for a Booster Club |
| * ***Business Partners*** | * Community stakeholders are invited to attend events, participate in SAC and/or PTO, assist with tutoring programs, and volunteer to support school based needs * Suggestions of ways to be involved by our community stakeholders are welcomed and considered |

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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 volunteer opportunities by information sent home, school website, SAC, PTO, marquee, and an all call when appropriate. Parents unable to volunteer during the school day due to schedule restrictions are given opportunities outside of the school day including, but not limited to taking materials home to prepare, gathering materials from community resources, and encouraging their place of employment to join in partnership with us. |
| ***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*** | Parents are provided:   * The school compact * The PFEP upon request * Event informational flyers * Invitations * Information posted on school website * Information posted on Marquee * Event calendars * Teacher newsletters * SAC/PTO meetings * Student progress reports * Curriculum information |
| ***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)*** | Parents and students with limited English skills will be provided translation services as needed. A 24 hour notice is preferred for any translation needs. Our school’s ESOL para is fluent in Spanish and attends family functions in order to make families feel more welcome and comfortable and to give them access to the information provided. Translation services include, but are not limited to, Spanish and Haitian Creole. We also have a variety of notes home translated to Spanish for our families. If parents are in need of a translator, we can also provide one to them for a meeting. Parents and students with disabilities will be provided access in compliance with the ADA. Needs will be met on a case-by-case basis. Parents with economic challenges will be supported with needs on a case-by-case basis. Child care is offered at events that are parents only. Typically, events are child friendly to overcome the barrier of needing childcare. |
| ***How does your school provide information to parents in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)* | Translation services are provided as needed. Languages offered are Spanish and Haitian Creole. |
| ***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 events if needed. We have sourced translation for the needs of our Chinese students. |
| ***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*** | * Information included on school website * Facebook posts * PIN notebook * Stickers in agenda * Informational flyers * Event invitations * Feedback opportunities after events * Teacher/student/parent relationship * Title 1 Resource Centers * School to home projects |