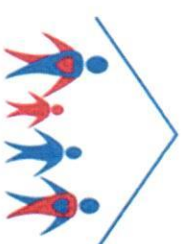


# 2018-2019 Title I Parent and Family Engagement Plan



## Inwood Elementary

The mission of Inwood Elementary is to develop caring, productive lifelong learners, who accept responsibility for their own learning and behavior.

### Parent and Family Engagement Plan Mission

Inwood Elementary School will work to strengthen the relationships between school and home. We will work to plan real family engagement for every child, every family, every teacher, every day. We welcome our families' every day.

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: Danna Long Date: 8-1-18

### 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?

How do you use the information from reviewing the plan to design strategies for more effective engagement?

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?

What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)

How will this plan assist in providing high quality instruction for all learners?

How will the school share comments received from parents/families?

How will this plan be made available to the community?



## 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.

<b>Date and Time you will hold your Meeting?</b>	Our Annual Parent Meeting will be held on Tuesday September 11 at 5:00 p.m. Wednesday, September 13 at 8:30 a.m.... All parents are invited and encouraged to attend one of the meetings. Parents are invited to attend. We will have an open meeting and then for the evening meeting, parents will go to classrooms. Title I information will run continually on the television for parents who miss the meeting.
<b>Notification and Invitation:</b> <ul style="list-style-type: none"> <li>How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	All parents will be notified of the Annual parent meeting via an invitation in the backpack, with two reminders sent home with students. The information for this meeting will be posted on our school Facebook page, school website, Community Communication Board at front entrance, and marquee in front of the school.
<b>Information:</b> <b>Please describe how your meeting will cover information about:</b> <ul style="list-style-type: none"> <li>the Title I program, the benefits, and how it affects your school</li> <li>School choice</li> <li>Parents right to know</li> <li>(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.</li> </ul>	The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child's teacher and/or para. In addition, information about this plan and our school compact is discussed.  After the general meeting in the cafeteria parents are encouraged to visit their child's classroom to hear specific information about the curriculum and state assessments their child will take.
<b>Barriers:</b> <ul style="list-style-type: none"> <li>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	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. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed.
<b>Evaluations:</b> <ul style="list-style-type: none"> <li>How will you get feedback from parents about the meeting?</li> </ul>	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 I, the curriculum, or testing that they would like to learn more
<b>Parents who do not attend?</b> <ul style="list-style-type: none"> <li>How will you get the information home to parents who do not attend the meeting?</li> </ul>	For parents who are not able to attend this meeting, copies of information shared will be available at the school office.

## 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)**

<b>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</b>	Parent are provided a calendar of events at the start of school. All dates and times of events are posted on our school website and school Facebook page.
<b>Describe what childcare, home visits and/or transportation services are provided by your school.</b>	For some parent workshops our school offers limited childcare or children's activities while parents attend a workshop. Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.

## 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
Curriculum /Florida Standards	Provide information to parents on standards by grade level and how they can help their child at home.  Grades 3-5 take the FSA state assessment	Handouts and copy of power point	October 9 <sup>th</sup> & 11 <sup>th</sup> , 2018 – 5:00 – 7:00				X
State Tests & Achievement Levels	Provide test taking strategies to parents and also information on the assessments their child will be expected to take.	Handouts and testing calendar	February 13, 2018 5:00 – 7:00		X		X
Transition (Kdg, MS, HS)	These workshops will provide information to parents to help their child make a smooth transition with change in school.	Handouts	Spring, 2019				X
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home	Make and Take Literacy Activities	December 6th, 2018 5:00 – 7:00		X		X
Technology, Parent Portal	Provide parents information on how to navigate the Parent Portal to check their child's grades.	Handouts and copy of power point	October 9 <sup>th</sup> & 11 <sup>th</sup> , 2018 – 5:00 – 7:00				X
	Workshop on internet safety, cyber bullying and information on other educational websites						
College and Career	Great American Teach in will provide students with an opportunity to learn about college and career options.	Handouts from guest speakers – Schedule for parents	November, 2018				



	standards and how to support the math and science curriculum at home.								
<b>Student Showcase Night</b>	Building relationship with parents and provide a learning activity for parents.	Project Based Learning Projects	May, 2018 – 5:00 – 7:00			X			X
<b>Report Card Conference / Parent Data Chats</b>	Working with parents for goal setting and learning to interpret data	On-going progress monitoring data Report Cards	January, 2019 – 3:30 – 6:30 p.m. April, 2019 – 3:30 – 6:30 p.m.						
<b>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?</b>		Parents were surveyed at the time we were working on the parent involvement plan and school compact.							
<b>How do you evaluate effectiveness?</b>		An evaluation is completed at the end of each activity.							
<b>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.</b>		Books and handouts are provided to support the learning in each activity. For example, grade level sight words and sorting games will be provided at our literacy night. Menu math activities and kitchen science activities will be provided at math and science night.							
<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>		Inwood Elementary partners with two churches and two businesses to assist with resources and communication. They assist with providing translators for parent events.							

- 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)].

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?	Implementation format: (Workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
<b>Effective Report Card Conferences / Data Chats</b>	Working with parents for goal setting and teaching them how to interpret data.	Professional Development	Teachers	August, 2018 during planning sessions

	develop a stronger understanding of the effects of poverty and stress on students and families			
<b>Effective Communication</b>	How to communicate effectively with families to reduce barriers.	Professional Development	Staff	August, 2018 during planning sessions

## 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.	<ul style="list-style-type: none"> <li>• Right to Know Letters</li> <li>• Four Week Notification Letters are sent to parents with students in classroom with teachers not meeting state required mandates.</li> <li>• Monthly newsletters</li> <li>• Individualized grade level newsletters</li> <li>• Data Chats with parents</li> <li>• Individualized reports will be provided to parents during data chat nights.</li> <li>• Sent home with student for parents who cannot attend data chat nights.</li> </ul>		
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?				
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?				
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?				
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.			



## 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:**

○ <b>Homeless</b>	The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program and carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
○ <b>Migrant</b>	Migrant students enrolled in Inwood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families.
○ <b>Preschool</b>	Inwood Elementary has one pre-school classroom. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. The Pre-school teacher participates in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of pre-school students are invited to participate in parent workshops and activities provided by the school.
○ <b>ESOL</b>	Inwood Elementary has two ESOL Para Educator Positions. These staff members work with students in the classroom and assist parents with translation.
○ <b>SAC School Advisory</b>	Inwood Elementary's School Advisory Council is comprised of parents, staff, and community / business members. At the beginning of the year, parents are encouraged to volunteer to be a member of the SAC. A voting process is used to elect the voting members.
○ <b>PTO/PTA</b>	Inwood Elementary has a small PTO and encourages parents to attend monthly meetings.
○ <b>Community Agencies</b>	NA
○ <b>Booster Clubs</b>	NA
○ <b>Business Partners</b>	Inwood Elementary has two local churches that serve as business partners. In addition, they have some business they provide financial support for special programs.

## 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.

<p>Sec 1116(e)(5) and 1116(f)</p> <p><b>What opportunities do parents have to participate in their child (rens) education?</b></p> <p>Volunteer? <b>Section 1116 (d) (c)</b></p> <p>Mentor?</p>	<ul style="list-style-type: none"> <li>• Parents can volunteer in the classroom and with school events and PTO.</li> </ul>
<p><b>What forms of communication do you provide parents, in an understandable and uniform format related to;</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• and other activities</li> </ul> <p><b>What barriers hinder participation by parents in parental involvement activities?</b></p> <p><b>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)</b></p>	<ul style="list-style-type: none"> <li>• Parents receive a monthly newsletter with important dates and information</li> <li>• Parents receive a monthly calendar with important dates</li> <li>• Parents receive invitations to events</li> </ul> <p>The barriers that hinder parent participation is work schedules and lack of understanding of the importance. In order to overcome the barriers, we are connecting informational nights with Student Showcase nights. All students have work presented so parents come to see their child's work. We are using these times to strengthen our relationships.</p>
<p><b>How does your school provide information to parent's in their native language?</b></p> <p><b>What languages do you provide?</b> <b>Section 1116 (e) (5)</b></p> <p><b>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</b></p> <p><b>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</b></p> <ul style="list-style-type: none"> <li>• Title I Parent/Family Resource Centers</li> <li>• Books Bridge Buses</li> <li>• Parent University</li> <li>• Other</li> </ul>	<p>We provide written translation in Spanish and Haitian Creole. We try to have both language translators on-hand for parent events and report card / data chat conferences.</p> <p>Information regarding additional opportunities is relayed to parents in the monthly newsletters. Flyers regarding events are sent home to parents via students.</p>