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

**Kathleen High School**

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

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| District and School-based Title I Parent Involvement Programs in Polk County will strive to build relationships to create real family engagement for every child, every family, every teacher, every day.  The Kathleen High School community will create a safe, supportive and caring school environment to engage students in cooperative learning with relevance in curriculum and technology to reach their maximum potential with the understanding that Knowledge plus Hard work equals Success. The Title I program will strive to increase parent involvement through activities to build capacity and through ongoing communications. |

**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. The plans is presented at the SAC meeting and community involvement meeting. At the SAC meeting, the Title I staff will disseminate to parents for review the district-wide parental involvement policy, the school's parental involvement policy and the school-parent compact |
| ***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, 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?*** | The results of the School Parent Survey will be discussed and strategies to improve weak areas implemented. In addition, Kathleen Senior will involve parents in an Annual Meeting where the budget, the School Improvement Plan and Parent Involvement Plan will be discussed and modified based on their input. |
| ***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 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 Tuesday, September 25. The meeting will be held at 6:00 pm in our school media center. All parents are invited and encouraged to attend one of the meetings. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | Information will be sent out about our Annual Parent Meeting by E-mail, call out to all parents, information posted on the school website, and posts in social media. |
| ***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 to attend we work to find a solution. Translation of materials given out will be translated in English, Spanish and HC as well as we will provide a translator at the meeting. Light refreshments will be provided after 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. 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. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | Information presented in the meeting will be available on our school 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?*** | Several parent meetings will be held throughout the year at flexible times in order to reach parents and teach them ways to assist their children at home in regard to academic achievement, graduation criteria, scholarship information, curriculum, as well as best practices for parents. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Some teachers and administrators make home visits to conference with parents who cannot attend a school conference.  Our schools address 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?** | The school sends out a letter with information describing the right to requests information on professional qualifications. This information is found within the letter listing the teachers that are considered out of field. |
| ***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?*** | Information about the school’s curriculum can be found on our website. More detailed information can be provided to the parent upon request. Information about the assessments used and the achievement expectations are posted on the school website. This information is also shared during our SAC meeting, Community Involvement meeting, Incoming freshman meeting, student orientation, and various other events during the year. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | Student individual reports are made available in the office when received from the state. Reports that are not picked up by the start of the school year will be made available at orientation for parents. The remaining reports will then be provided to the 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?*** | 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** | | **Curriculum /Florida Standards** | High school students must complete courses in the following for a high school diploma:  English 1-4; Math, Alg 1 plus two additional math credits; 3 Science credits to include Biology; 4 Social Studies credits to include Government and Economics; Hope PE; 1 Practical Performing Art, and a total of 24 credits. | Detailed information on the Florida Standards by course can be located at the following website.  <http://www.cpalms.org/Public/search/Standard> | September 25 at 6:00pm  January 29 at 6:00pm |  | X  X |  | X  X | | **State Tests & Achievement Levels** | Provide test taking strategies to parents and also information on the assessments their child will be expected to take. | Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents. | September 25 at 6:00pm  January 29 at 6:00pm |  | X  X |  | X  X | | **Transition (Kdg, MS, HS)** | Our annual Red Devil night focuses on the incoming freshman student. | The event provides information on graduation requirements, course offerings for all grade levels, and general information for parents and student on the transition from middle school to high school. | January 29 at 6:00pm |  | X |  | X | | **Literacy 1116 (e)** | Provide parents with strategies to help them read with their child at home. | Free book for students who attend  Reading tips and strategies for reading. | September 25 at 6:00pm  November 13 at 6:00pm |  | X  X |  | X  X | | **Technology, Parent Portal** | Provide parents information on how to navigate the Parent Portal to check their child’s grades.  Workshop on internet safety, cyber bulling and information on other educational websites. | Information is provided during parent/student orientation, SAC meetings, and Red Devil night.  Information can also be found at the school website. | August 9 at 6:00pm  September 25 at 6:00pm  November 13 at 6:00pm  January 29 at 6:00pm |  | X  X |  | X  X | | **College and Career** | Information on college and career can be found in our college and career center. In addition, information is available in all of our parent meeting and SAC meetings. | Our college and career specialist will be meeting with parents and students during the year. The specialist will be holding a college and career fair in the fall to include all students and parents. | Fall 2018 |  |  |  |  | | **Graduation Requirements/Scholarships** | Information on graduation requirements can be found in our college and career center and guidance offices. In addition, information is available in all of our parent meeting and SAC meetings. | All of our parent information nights, SAC meetings, community involvement meetings will provide information about graduation requirements. | August 9 at 6:00pm  September 25 at 6:00pm  November 13 at 6:00pm  January 29 at 6:00pm |  | X  X | X  X |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | **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 meetings * Parent surveys, District parent survey * Evaluations at previous workshops * Parent meetings to review compact/old PIP/PFEP | | | | | | | **How do you evaluate effectiveness?** | | * data collection * survey results * comments on surveys * student achievement data | | | | | | | **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 * Tips on your website * Curriculum guides * Strategies for parents to use at home * Books/reading materials * Projects * Video clips * Information in other languages | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | * **Community** * **Churches** * **Business partners** * **Churches** | | | | | |  * *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** |
| **Parent Involvement Strategies** | Increase parent involvement at KHS through the SAC committee, booster clubs, and other parent groups | PD during Round Robin session during Pre-Planning week. | Kathleen Teachers | August 6th |
| **Reaching the unmotivated students** | Strategies for teachers to reach unmotivated students and increase student engagement | LSI coaches | Kathleen Teachers | Monthly PLC trainings |
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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*** | Our guidance department work with homeless students through the HEARTH program. Teachers are made aware of circumstances that may affect the student in the classroom as necessary. Our social worker also works with homeless student for the social and emotional needs of each student. |
| * ***Migrant*** | Our guidance department works with the district migrant program to assist families with support. Information is provided in multiple languages to assist nonnative speakers. |
| * ***Preschool*** |  |
| * ***ESOL*** | We have an ESOL para that works with our students and parents. Our para reaches out to the parents to provide information on the education of the ESOL students. The para also helps to translate information in written form to provide to nonnative speakers. The ESOL para works closely with the ESOL teacher to support the core content areas. |
| * ***SAC School Advisory*** | The SAC committee is comprised of parents. The administration and SAC chair advertise information about the meetings at parent events, orientation, emails, and on the website. The meeting is open to all parents, community members, business partners, and other stakeholders. The meetings are advertised by call outs to all parents, emails, and social media postings. |
| * ***PTO/PTA*** |  |
| * ***Community Agencies*** |  |
| * ***Booster***   ***Clubs*** | Parents, students, alumni, community members, and stakeholders are invited to join our booster clubs to support the programs. We have booster clubs in AG, Band, and multiple sports programs. |
| * ***Business Partners*** | Kathleen High School has many business partners that support multiple areas in our school. Our CTE programs are aligned with business partners that are associated with the programs they support. Many of our business partners have connections to Kathleen from currents students, former students, parents, and community businesses. We are constantly looking for more ways to involve business partners to support programs or mentor students. |

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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) | We are always seeking parents and volunteers to participate in the education of the students at Kathleen. We encourage parents to join the SAC committee, attend events, support our boosters programs, and volunteer in multiple areas of the school. Parents that are unable to participate due to work are encourage to be involved by contacting teachers, reviewing the parent portal, and reading about things going on at Kathleen from our website and other publications. |
| ***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*** | We communicate with our parents through our school website, SPARK newsletter published weekely, call outs before events, and social media updates. |
| ***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 to involvement can be transportation, language, work schedules, and younger children.  We provide materials in native languages to assist in communication.  We attempt to notify parents in advance to schedule around work schedules and encourage parents to come at other times to receive information.  We also encourage parents to bring younger siblings. |
| ***How does your school provide information to parents in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)* | We translate materials into native languages to assist parents.  We translate into the languages based on the needs of our students. Spanish is the primary language that we provide materials in unless requested in other languages. |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Yes, we have staff members that are fluent in other languages to assist parents on site and at our events and meetings. |
| ***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*** | * Include information on website * Parent/Family Informational Notebook (PIN)   Send home   * Information in school/grade level newsletter * Send home flyers * Send home monthly calendars for the PIRC |