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

**Winston Academy of Engineering**

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

|  |
| --- |
| Winston Academy of Engineering will partner with parents and families to ensure the highest standards of intellectual development through a stimulating and comprehensive STEM program with an emphasis on Engineering.  Parents will receive effective and consistent communication regarding curriculum and the progress of their student(s) as they navigate the curriculum. In addition, parents will receive resources and information regarding strategies that they can use in the home to assist students with academic success.    |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **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?*** | Each spring, all parents are invited to complete an online survey to provide feedback on the various strategies that Winston uses to engage families in the education of their student(s). Parents are invited to complete the survey via school flyers, the school Facebook pages, email, and the school marquee. In addition, parents who do not have computer or internet access in the home are invited to complete the survey using one of the school’s computers. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | The school’s Administration, Leadership Team and School Advisory Committee review the survey results each year in order to adapt the school’s family engagement strategies to better meet the needs of Winston’s families. |
| ***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 SAC committee votes on the use of Title I funds, including the use of those funds for family engagement. All parents are invited to attend the monthly SAC meetings via the school marquee, the school Facebook page, and the school calendar that is located in the front of the student agenda. |
| ***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?*** | Winston’s Parent and Family Engagement Plan outlines the methods that are used to create a partnership between home and school. Winston’s staff believes that this partnership is crucial to the success of students’ academically. By maintaining a close working relationship between families and teachers, the effect of quality instruction is maximized. |
| ***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)**

|  |
| --- |
| 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?***  | Tuesday, August 28th and Thursday, August 30th at 5 pm. |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | School Calendar in the student agendas that were distributed on the first day of school, School Marquee, School Facebook page, School flyer distributed to all students |
| ***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*
 | Paras are available to provide translation to Spanish speaking families |
| ***Evaluations:*** * *How will you get feedback from parents about the meeting?*
 | Parents were asked to complete an evaluation at the conclusion of the meeting. |
| ***Parents who do not attend?**** *How will you get the information home to parents who do*

*not attend the meeting?* | Teachers contact the parents/guardians of students who did not have a representative attend to schedule a make-up session within two weeks. |

**Flexible Parent Meetings**

The school provides trainings, meetings, and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

|  |  |
| --- | --- |
| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Parents are given a calendar of events on the first day of school. Flyers are sent home reminding families of upcoming events approximately two weeks prior to the event and a second flyer is sent home approximately one week before the event. In addition, all dates are posted on the school’s Facebook page and marquee. Finally, if parents are not able to attend the meeting, they are invited to schedule a make-up session with the child’s teacher, at their convenience. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | Teachers on the grade level will often split the responsibilities for parent meetings so that 1-2 teachers can provide childcare while the other teachers conduct the parent meeting. Transportation and home visits are provided as needed. |

**Communication**

The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet **Section 1116(c)(4)(B);** If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children **Section 1116(c)(4)(C)**

|  |  |
| --- | --- |
| **How do you notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field?** | Schools are required to notify each family, in a timely manner when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant. |
| **How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals?** | Parents and families are notified via a letter from the principal if there are any changes in the professional qualifications of their student’s teacher. Parents are always invited to call or email the principal with any questions or concerns. |
| ***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 notified of curriculum via the weekly grade level newsletters and Family STEM Nights. Parents are notified of their child’s progress and the various forms of assessment that are used during the three student-led Portfolio Conferences that are held each year. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?***  | Each student receives an individualized report of their score on state assessments that is to be shared with their parents. In addition, students receive individual reports of their success on all progress monitoring assessments throughout the year. Teachers are also available to answer questions and address concerns during parents conferences and after the student-led Portfolio conferences. |
| ***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. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | Information is provided weekly via grade level newsletters. In addition, teachers discuss standards and strategies for helping students at home, during all parent events. Grades 3-5 also discuss state testing requirements. | Grade level teachers provide information on the standards and resources that can be used in the home to support students’ mastery of the standards. | Tuesday, August 28th at 5 pmThursday, August 30th at 5 pmThursday, October 4th at 4:30 pmThursday, February 28th at 4:30 pm |  |  |  | XXXx |
| **State Tests & Achievement Levels**  | Provide information regarding the state required assessments and strategies that parents can use to help at home. | Grade level teachers discuss the state tests that must be taken for grades 3-5. Online resources for helping students prepare are also provided. | Thursday, August 30th at 5 pm |  |  |  | x |
| **Transition (Kdg, MS, HS)** | Parents are informed of the expectations of students and families entering Kindergarten | Parents receive information regarding dress code, transportation and other school policies. Students are also given a summer learning packet to assist them in being prepared for Kindergarten. | Monday May 20th 8:30 and 10:30 |  |  | x | x |
| **Literacy 1116 (e)** | Parents learn about various resources that can be used to help students develop their reading skills at home. | Teachers provide both paper-based and web-based resources that are can be used to assist students in developing as readers. | Thursday, October 4th at 4:30 pm |  |  |  | x |
| **Technology, Parent Portal**  | Parents are given an opportunity to sign-up for Parent Portal. | The network manager provides parents with a one-on-one training session for how to access Parent Portal. | As needed throughout the school year |  |  |  | x |
| **College and Career** |  |  |  |  |  |  |  |
| **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **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?**  | Feedback is provided through PTA, SAC meetings, the district-wide parent survey, and evaluations at all meetings |
| **How do you evaluate effectiveness?** | The district-wide parent survey each spring and all meeting evaluations |
| **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.** | Each October and February, parents are invited to a Family STEM night where each grade level provides paper-based and web-based resources for assisting students with learning in the home. Resources include make and take materials and information on how access various resources such as Khan Academy, Xtra Math, Prodigy, etc.  |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | Business partners are solicited through various PTA and staff members making phone calls to request supplies and donations for various projects and events. In addition, each November, the school hosts the Great American Teach In to develop relationships with community members and grow interest in partnering with our school. |

* *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***
 |
| **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** |
| Poverty Simulation | The staff participated in a poverty simulation where each person was assigned as a member of an impoverished family. During each week of the simulation, family members were confronted with specific situations such as finding affordable childcare, paying bills with little to no income, locating transportation, applying for government assistance, etc. The simulation opened the eyes of staff members to see the reality of life for under-privileged families and the effects home situations can have upon the education of students from this background. | Workshop presented by Dee Dee Wright, Polk County School Board Homeless Liaison  | Winston Academy Faculty and Staff | Monday, August 6th 12:30 pm |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **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***
 | Funding provides support for identified homeless students through The Hearth Program which is carried out in cooperation with the Migrant Education Program for Polk County students and their families. |
| * ***Migrant***
 | Migrant students enrolled in Winston 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. |
| * ***Preschool***
 | The Head Start Program is coordinated by the District Office and housed at Winston Academy to prepare future kindergarten students with academic and social skills. |
| * ***ESOL***
 | Supplemental resources for English Language Learners (ELL) and their families are coordinated through the District. Winston ESOL paraprofessionals strive to ensure that information is translated, to the extent practical, in a language and format that our parents can understand. |
| * ***SAC School Advisory***
 | Parents are notified of the SAC meetings at the beginning of the year via the school calendar that is distributed in the agenda. In addition, parents are reminded of the SAC meetings via the school Facebook page, and marquee. |
| * ***PTO/PTA***
 | PTA invites parents to join at the Kindergarten Kick-off and Fall Orientation each year. PTA also distributes information regarding upcoming events and volunteer opportunities via their Facebook page and email. PTA also helps to solicit business partners via the same means. |
| * ***Community Agencies***
 | Community agencies and business partners are solicited through various PTA and staff members making phone calls to request supplies and donations for various projects and events. In addition, each November, the school hosts the Great American Teach In to develop relationships with community members and grow interest in partnering with our school. |
| * ***Booster***

***Clubs*** |  |
| * ***Business Partners***
 | Community agencies and business partners are solicited through various PTA and staff members making phone calls to request supplies and donations for various projects and events. In addition, each November, the school hosts the Great American Teach In to develop relationships with community members and grow interest in partnering with our school. |

|  |
| --- |
| **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 encouraged to become a volunteer at Kindergarten Kickoff and the Fall Orientation each year. They are made aware of volunteer opportunities via classroom teachers, the PTA email distribution, the school’s Facebook page, and PTA’s Facebook page. |
| ***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***
 | Information is provided in a variety of forms for all programs, meetings, and events. School flyers are distributed in both English and Spanish. The school principal and PTA. distribute emails. Staff members and PTA keep up-to-date information on Facebook pages, the school marquee and website. |
| ***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)*** | The greatest barrier present at Winston is language. All flyers for events are distributed in both English and Spanish. In addition, translators are available at all parent conferences and school meetings. Bilingual para-educators are also available to make phone calls as needed. |
| ***How does your school provide information to parents in their native language?*** ***What languages do you provide?*** *Section 1116 (e) (5)* | All flyers for events are distributed in both English and Spanish. In addition, translators are available at all parent conferences and school meetings. Bilingual para-educators are also available to make phone calls as needed. |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Translation at parent events and workshops is provided by the school’s ESOL pare-educator and the school’s bilingual para-educator. |
| ***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 regarding these resources is distributed via school flyer in both English and Spanish. |