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

**Highland City Elementary**

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

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| **Highland City Elementary students, staff, parents and community members will be responsible, respectful, cooperative and be problem solvers. We will strive for this in everything we do. We will do this together as partners for the growth and development of our families and students.** |

**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: Amy Weingarth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 5-8-2018

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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 and families are invited to participate in developing and revising this plan. Our plan is revised several times a year with input from parents. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | We use the input from parents to make effective changes as necessary. We also use survey results from previous family events |
| ***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?*** | All parents are invited to attend the revision meetings, SAC meetings and PTA meetings |
| ***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 insures that we stay focused on the needs of our students and their families so that we can provide information, materials, and resources that support their child’s learning as well as to prepare them for the FSA. |
| ***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?*** | September 20, 2018 |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | Notices and reminder flyers sent home, school marquee, facebook, class dojo, school messenger/phone messages |
| ***Information:***  ***Please describe how your meeting will cover information about:***   * *the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child’s teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.* | The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child’s teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.  Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school’s curriculum.  Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the “Parents Right To Know” letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Translation and childcare provided |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Survey/evaluations which also have a place for additional comments and input. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | The powerpoint/video will be made available on our website and the agenda and any other materials used will be sent home to the parents. |

**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?*** | Parent workshops are held at varied times during the year based on feedback provided by parents. Teachers are available to meet with parents throughout the year. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* |  |

**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 first week of school the Right to Know letters are sent home |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | Annual parent meeting, website, Newsletter, Parent Conferences, Workshops, PIN, Progress Monitoring |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | State/District Reports, Parent 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. |

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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** | 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 | Information on where to locate Florida Standards by Grade level and what students are expected to know. | September 20, 2018 |  |  |  | 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 20, 2018 |  |  |  | x | | **Transition (Kdg, MS, HS)** | These workshops will provide information to parents to help their child make a smooth transition with change in school. | Provide parents of incoming Kindergarten information on how to prepare their child for school. Parents of 5th grade students will be given information to help them prepare their child for Middle School. |  |  |  |  | x | | **Literacy 1116 (e)** | Provide parents with strategies to help them read with their child at home | Parents are provided activities and information on how to help their child with Reading. | December 13, 2018 |  |  |  | x | | **Technology, Parent Portal** |  |  |  |  |  |  |  | | **College and Career** |  |  |  |  |  |  |  | | **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  | | **STEM Night/Technology for Parents** | Provide parents with strategies to help them practice and feel comfortable with Math skills and Science knowledge in order to work with their child at home | Hands on workshop. Provide parents with the opportunity to become familiar with the various technology tools their students are using as well as math and science manipulatives and activities. |  |  |  |  | x | | **Donuts for Dad** | Provide parents with strategies to help them read with their child at home | Handouts with reading and math strategies to use at home | TBA |  |  |  | x | | **Moments with Mom** | Provide parents with strategies to help them read with their child at home | Handouts with reading and math strategies to use at home | TBA |  |  |  | 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?** | | Comments from previous surveys, suggestions at SAC and revision meetings. | | | | | | | **How do you evaluate effectiveness?** | | Parent evaluation forms, talking with parents, PTA and SAC for input | | | | | | | **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.** | | We hold several academic events: Math/Science Night and Reading Wonderland. At each event there are fun activites geared toward learning and materials  /information that parents can take home | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | TBA Church is a community partner that supports our school in many ways, including hosting and running “The HUB” an afterschool program that includes help with homework | | | | | |  * *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** |
| **Family Engagement: A Guide to Tools, Strategies an Resources** | This article allows for discussion on some new ways we can get parents involved | Google Classroom and PLC discussion/smith | All staff | January 1 – February 16th |
| **Understanding the Power of Parent Involvement** | In this article we looked at what things we are already doing that are best practices for engaging parents | Google Classroom and PLC discussion/Smith | All staff | 1/1/19 – 2/16/19 |
| **Engaging with Families** | We will discuss ways that we have implemented better connections between our families and school | Google Classroom and PLC discussion/Smith | All staff | 1/1/19– 2/16/19 |

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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*** |  |
| * ***Migrant*** |  |
| * ***Preschool*** | Preschool teacher is an integral part of the faculty. Preschool students take home all notices of events /workshops etc that are happening at the school and in the community. |
| * ***ESOL*** | ESOL para – Delgado |
| * ***SAC School Advisory*** | All parents are invited to attend meetings and are notified through school messenger, flyers and the school marquee/website |
| * ***PTO/PTA*** | All parents are invited to attend meetings and are notified through school messenger, flyers and the school marquee/website |
| * ***Community Agencies*** | TBA Church supports our school events and teachers and students. Sponsor/run the Homework Club that meets at the Highland City HUB. First Baptist Church of Highland City is another community partner that has made significant donations for students and families and will also support our mentoring program. |
| * ***Booster***   ***Clubs*** |  |
| * ***Business Partners*** |  |

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| **Accessibility** | |
| The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)** | |
| ***What opportunities do parents have to participate in their child (rens) education?***  ***Volunteer?*** *Section 1116* (d) (c) | We encourage Volunteers, helping with events such as the school carnival, chaperones for field trips, mentoring students, |
| ***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*** | PFEP/Compact , school messenger, Facebook, School website and marquee, Newsletter, Report cards, Interim reports,SAC meetings, Parent workshops |
| ***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)*** | Possible barriers include language ( Spanish) and economic disadvantage  Our parents are provided these workshops at no charge, with free materials/resources and, at some events, refreshments or a lite meal. |
| ***How does your school provide information to parents in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)* | Translation is provided with materials in Spanish and translators available  We provide Spanish. We also have translations in Haitian although we have no students at this time who speak that language. |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Translation and materials are both provided. |
| ***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 is included on our school website and PIN notebook located in the school office.  Sent home: flyers with information  Newsletters  Stickers in agendas |