



## Parent and Family Engagement Plan 2019-2020

### Inwood Elementary

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

#### School's vision for engaging families:

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, and every teacher, every day. We welcome our families' everyday.

#### What is Required:

##### Assurances: We will:

- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☒ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☒ Involve parents in the planning, review, and improvement of the Title I program.
- ☒ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☒ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☒ Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☒ Coordinate with other federal and state programs, including preschool programs.
- ☒ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☒ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: \_\_\_\_\_

*Donna Camp*

Date: \_\_\_\_\_

*7-24-19*



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#### **EVERY TITLE I SCHOOL IN POLK COUNTY WILL:**

1. Involve parents in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.

	Date of meeting to gather parent input.	How were parents invited to give input?	Describe the method in which parents were involved.	What evidence do you have to document parent/family participation?
School Improvement Plan (SIP)	6/25/2019	All parents are invited to attend SAC Meetings through meeting notices.	School Advisory Council Meeting	Minutes of meeting
Parent and Family Engagement Plan (PFEP)	5/13/2019	Parent letter and survey	Survey to Parents	Copies of Survey Results
School-Home Compact	5/13/2019	Parent letter and survey	Survey to Parents	Copies of Survey Results
Title I Budget	5/13/2019	Parent letter and survey	Survey to Parents and School Advisory Council Meeting	Copies of Survey and School Advisory Council Meeting Minutes
Parent & Family Engagement Allocation	5/13/2019	Parent letter and survey	Survey to Parents and School Advisory Council Meeting	Copies of Survey and School Advisory Council Meeting Minutes

*\*Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Coordinator as evidence.*

*\* Evidence of the input gathered and how it was/will be used should be available on Title I Coordinator.*

2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

Tentative date & time(s) of meeting	August 28, 2019 @ 5:30 p.m. and 8/30/2019 @ 8:30 a.m.
How are parents notified of the meeting?	2019-2020 Parent Calendar; Agendas; Paper Invitations sent home with students in backpacks; school marquee; school website; and school Facebook page.
What information is provided at the meeting?	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. 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.
How are parents informed of their rights?	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 engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	All of the families at Inwood Elementary live within two miles, so transportation does not present a barrier. The biggest barrier Inwood Elementary faces is language with our Spanish and Haitian Creole families. To overcome this barrier, we will have our bi-lingual staff members attend meeting and events to translate for our Spanish and Haitian Creole families.
How will you get feedback from parents about the meeting?	Parents and families will complete a survey / questionnaire at the end of each meeting / event to provide feedback. This feedback will be used to make modifications to upcoming meetings/events.
How do parents who are not able to attend receive information from the meeting?	Parents and families that are unable to attend will have information sent home to them. All parents and family members make schedule a time with the Title I Coordinator to go over the materials and have any questions answered.





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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

<b>Title IV-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 at 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 support. Migrant Home-School Liaisons identify and recruit migrant students and their families.
<b>Preschool Programs</b>	Inwood Elementary has one pre-school classroom. Resources are provided to the program to assist in the transition of students from pre-kindergarten to kindergarten. The pre-school teacher participates in professional learning opportunities offered to school staff, and involved in Professional Learning Community activities with kindergarten teachers. Parents of pre-school students are invited to participate in all parent workshops and activities provided by the school.
<b>Title III-ESOL</b>	Inwood Elementary has two ESOL- Para Educators. These staff members work with students in the classroom, as well as work with teachers in planning and implementation of curriculum. In addition, they assist with translation for parents and families.
<b>SAC</b>	Inwood Elementary's School Advisory Council (SAC) is comprised of parents, staff, and community/business partners. At the beginning of the year, parents are encouraged 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 all parents/families to attend monthly meetings scheduled on the 2019-2020 Parent Calendar.
<b>Community Agencies/Business Partners</b>	Inwood Elementary has two local churches that serve as business partners. In addition, they have some businesses that provide financial support for special programs.

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	In the student agenda, all families will have access to the school-home compact; the 2019-2020 Parent Calendar, and day-to-day communication. In the weekly Thursday Folder, families will be provided with meaningful communication with important information. The school will send home monthly newsletter to remind parents of important dates and information. The school website and Face Book page is another method that will be used as a way to ensure we reach out to all parents.
Describe how 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.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	At the Annual Meeting on August 29, 2019, parents will receive a preview of curriculum, assessments, and progress monitoring. In our first Parent Workshop Night, we will go deeper into curriculum with grade level breakout sessions. At that time, we will discuss STAR/STAR Early Literacy Achievement L.
Describe how your school provides information to parents in their native language. What languages do you provide?	We provide written translation in Spanish and Haitian Creole. We will have staff members at parent workshops and parent data chats/Report Card Conference nights to translate for our Spanish and Haitian Creole speaking parents.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Parents and families with disabilities are accommodated based on their needs. Accessibility is the most frequently needed accommodation. All locations for meeting and workshops are accessible to all. All meeting and workshop information can be presented to parents and families in a small one-to-one group will necessary. If needed, the school will request a sign language translator to accommodate that person..
Describe the opportunities parents have to participate in their child's education.	All parents can request parent conferences throughout the year to participate in their child's education. Two face-to-face data chat/report card conference nights, one in October and one in January, are planned for 2019-2020.

5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Between Families and Schools Creating Meaningful Relationships	This Professional Learning Community (workshop) is based on research conducted by Teaching for a Change. They published "Between Families and Schools" as the follow up to an action research project. Our learning targets will be: Building trusting Relationships Listening to Families Voices and Needs	Workshops - Three Sessions	All Staff	8/13/19; 8/20/19; 8/27/2019 During Grade Level PLCs
Parent Conference and Communication	Effective communication will help with building meaningful relationships. This training will be integrated into the Creating Meaningful Relationships Workshops.	Workshop	All Staff	8/13/19; 8/20/19; 8/27/2019 During Grade Level PLCs





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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

<b>Building Capacity of Parents and Families</b>								
<u>Topic</u>	<u>Title</u>	<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Transportation</u>	<u>Refreshments</u>	<u>Childcare</u>	<u>Translation</u>	<u>How will this support learning at home?</u>
Curriculum Areas	Curriculum and Homework Help	Having to tools to work with students at home will help students be more successful in school.	9/26/2019 @ 5:30 and 9/27/2019 @ 8:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Providing parents/families with tools they can use at home to help their child.
State Assessments & Achievement Levels	Curriculum and Homework Help	Providing parents and families with information regarding their child's academic progress will provide necessary information to help when working with children to fill academic gaps.	9/26/2019 @ 5:30 and 9/27/2019 @ 8:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Providing parents/families with tools they can use at home to help their child.
Technology, Parent Portal	Annual Meeting	Providing parents with the necessary tools to monitor their child's progress at all times will provide additional accountability for all students.	8/29/2019 @ 5:30 p.m. and 8/30/2019 @ 8:30 a.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Provide parents with the tools to be able to go Online and keep up with their child's grade and ongoing progress will allow parents to increase the level of accountability for their child.
Transition (Kdg, MS, HS)	Pre-Kindergarten Parent Meeting	Provide parents with the opportunity to meet the kindergarten teachers and preview kindergarten curriculum will help parents know who to help their child over the summer and increase kindergarten readiness skills.	05/01/2020 @ 9:00 a.m.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Help parents with ways to work with their child over the summer to increase the level of kindergarten readiness.
College & Career				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Graduation Requirements & Scholarships				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conferences	Data Chat / Report Card Conferences	Working with parents and families to ensure everyone has a clear picture of where the students is academically so interventions can be planned to assist the student address areas of weakness to improve academic achievement	10/24/2019 and 1/16/2020 from 3:30 - 6:30 p.m.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Identifying strengths and weaknesses for the student will provide parent with the necessary information to assist with the learning at home.

How will workshops/events be evaluated?	At the end of each work shop/event, parents and families will be provided with an opportunity to provide feedback through a survey/ questionnaire.
How will the needs of parents be assessed to plan future events?	Information gathered from the surveys / questionnaires will be used when planning future events.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Language is the largest barrier we face. As a result, we will have staff members who can translate attend the workshops/events to assist with the translation for our Spanish and Haitian Creole speaking parents. If other barriers are indicated from surveys we will work to overcome those barriers for future workshops/events planned for the 2019-2020 year.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Meetings, workshops, and events are offered at two different times, one in the early evening for working parents, and a second one during the school day. Parents and families can request to meet with the Title I Coordinator to review information and have questions answered.
How do parents who are not able to attend building capacity events receive information from the meetings?	Parents and families who are unable to attend building capacity events will have highlighted information sent home to them. Parents and families can request to meet with the Title I Coordinator to review the information and answer questions.

*\*These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*