



Parent and Family Engagement Plan 2019-2020

Highland City 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:

Highland City Elementary students, staff, parents and community members will be responsible, respectful, co-operative 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

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: Amy Wengath Date: 9/25/19



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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)	September 18th March 19th	Newsletter, flyer, school marquee	SAC Meeting - partner and group discussions	Sign in sheets, agendas and minutes of the meeting
Parent and Family Engagement Plan (PFEP)	September 18th March 19th	Newsletter, flyer, school marquee	SAC Meeting - partner and group discussions	Sign in sheets, agendas and minutes of the meeting
School-Home Compact	September 18th March 19th	Newsletter, flyer, school marquee	SAC Meeting - partner and group discussions	Sign in sheets, agendas and minutes of the meeting
Title I Budget	September 18th	Newsletter, flyer, school marquee	SAC Meeting - partner and group discussions	Sign in sheets, agendas and minutes of the meeting
Parent & Family Engagement Allocation	September 18th	Newsletter, flyer, school marquee	SAC Meeting - partner and group discussions	Sign in sheets, agendas and minutes of the meeting

**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 Crate as evidence.*

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

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	September 12, 2019
How are parents notified of the meeting?	Notices and reminder flyers sent home, school marquee, facebook, class dojo, school messenger/phone messages
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?	Translation and childcare provided
How will you get feedback from parents about the meeting?	Survey/evaluations which also have a place for additional comments and input.
How do parents who are not able to attend receive information from 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



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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.

Title IV-Homeless	
Migrant	
Preschool Programs	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
Title III-ESOL	ESOL para – Delgado
SAC	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/Business Partners	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.

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.	The use of student agendas are a regular form of communication as well as email, class Dojo and remind. Notices are also sent out in both English and Spanish and phone messages are frequently sent out regarding upcoming events.
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.	Grade levels hold parent information meetings that cover curriculum and assessment levels, what students are expected to know and how they will be expected to perform.
Describe how your school provides information to parents in their native language. What languages do you provide?	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.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our team of resource teachers get to know these families personally so that they feel comfortable and welcomed. We make sure that each family is given notice or has any barriers met when we arrange meetings or events.
Describe the opportunities parents have to participate in their child's education.	We hold several academic events: Math/Science Night and Reading Wonderland. At each event there are fun activities geared toward learning and materials /information that parents can take home

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>
Phonics/Reading Best Practices	This builds staff capacity on best practices for teaching phonics and how parents can be trained to help their students	Online discussion/PLC/Coach	Classroom teachers and instructional personnel	Fall – September/Oct.
Family Engagement	This PLC will cover ways to involve parents in making connections between home and school.	Online discussion/PLC/Coach	Classroom teachers and instructional personnel	Spring- February/Mar.

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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.

Building Capacity of Parents and Families							
<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>
Curriculum Areas	Parent Night/Grade Level Meeting	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	September 2019		✓		✓
State Assessments & Achievement Levels	Parent Night/Grade Level Meeting	Provide test taking strategies to parents and also information on the assessments their child will be expected to take.	September 2019		✓		✓
Technology, Parent Portal	Parent Night/Grade Level Meeting	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	September 2019				✓
Transition (Kdg, MS, HS)	Big Step Day	These workshops will provide information to parents to help their child make a smooth transition with change in school.	May 2020		✓		✓
College & Career	Math Science Night STEM-tastic Family Night	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	January		✓		✓
Graduation Requirements & Scholarships							
Conferences	Teacher/Parent Conferences	Continuous contact to inform parents of their child's progress will positively impact student achievement and foster parent engagement.	Ongoing				✓

How will workshops/events be evaluated?	Survey/evaluations which also have a place for additional comments and input.
How will the needs of parents be assessed to plan future events?	Survey/evaluations which also have a place for additional comments and input. Also through discussions with PTA and Sac committee members.
What are the barriers for parents to attend workshops/events and how do you overcome these?	We have a small population of Spanish families. We have several staff members who speak Spanish who serve as liaisons for these families and offer translations/interpretation during meetings/events
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We have included questions about the meeting times on our surveys to get input for future events. We check with the local ball teams to try to schedule events at times that will not conflict with game schedules. Some of our events are offered at breakfast time ex: Dive into Summer, while other events are scheduled after working hours which seem to be preferred by most of our families according to surveys.
How do parents who are not able to attend building capacity events receive information from the meetings?	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.

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

