



## Parent and Family Engagement Plan 2019-2020

### Winston Academy

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:

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 students 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.

#### 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:  Date: 8/30/19



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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)	Sept. 8, 2019, April 13, 2020	The SAC committee reviews the SIP annually. All parents are invited to attend the monthly SAC meeting via the school marquee, the school Facebook page, and the school calendar that is located in the front of the agenda.	Parents are provided with copies of the SIP goals and school-wide data, given an opportunity to make suggestions and/or ask questions. The committee then votes to approve the final budget.	Meeting minutes, Sign-in sheet
Parent and Family Engagement Plan (PFEP)	April 8, 2019; April 13, 2020	The SAC committee reviews the PFEP annually. All parents are invited to attend the monthly SAC meeting via the school marquee, the school Facebook page, and the school calendar that is located in the front of the agenda.	Parents are provided with copies of the PFEP, given an opportunity to make suggestions and/or ask questions. The committee then votes to approve the final version.	Meeting minutes, Sign-in sheet
School-Home Compact	April 8, 2019; April 13, 2020	The SAC committee reviews the School-Home Compact annually. All parents are invited to attend the monthly SAC meeting via the school marquee, the school Facebook page, and the school calendar that is located in the front of the agenda.	Parents are provided with copies of the School-Home Compact and are given an opportunity to make suggestions and/or ask questions. The committee then votes to approve the final draft.	Meeting minutes, Sign-in sheet
Title I Budget	Sept. 9, 2019	The SAC committee votes on the use of Title I funds. All parents are invited to attend the monthly SAC meeting via the school marquee, the school Facebook page, and the school calendar that is located in the front of the agenda.	Parents are provided with copies of the Title I Budget, given an opportunity to make suggestions and/or ask questions. The committee then votes to approve the final budget.	Meeting minutes, Sign-in sheet
Parent & Family Engagement Allocation	Sept. 9, 2019	The SAC committee votes on the use of Title I funds. All parents are invited to attend the monthly SAC meeting via the school marquee, the school Facebook page, and the school calendar that is located in the front of the agenda.	Parents are provided with copies of the Title I Budget, given an opportunity to make suggestions and/or ask questions. The committee then votes to approve the final budget.	Meeting minutes, Sign-in sheet

*\*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	Tuesday, August 27th, 5 pm; Thursday, August 29th, 5 pm
How are parents notified of the meeting?	School Calendar in the student agendas that are distributed on the first day of school, School Marquee, School Facebook page, School Flyer distributed to all students
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 will be provided to Spanish speaking families
How will you get feedback from parents about the meeting?	Parents are asked to complete an evaluation at the conclusion of the meeting
How do parents who are not able to attend receive information from the meeting?	Teachers contact the parents/guardians of students who did not have a representative attend to schedule a make-up session.





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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>	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.
<b>Migrant</b>	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.
<b>Preschool Programs</b>	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.
<b>Title III-ESOL</b>	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.
<b>SAC</b>	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.
<b>PTO/PTA</b>	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.
<b>Community Agencies/Business Partners</b>	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.

4. Utilize strategies to ensure meaningful communication and accessibility.

<b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.</b>	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.
<b>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.</b>	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.
<b>Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.</b>	Parents are provided with a weekly newsletter that contains the standards and topics of instruction that are being covered during the coming week. They are also provided with bi-monthly grade reports to inform them of how their students are progressing with the curriculum. Parents are also encouraged to sign up for Parent Portal so that they can check on their child's progress in between the grade reports that are sent home. Finally, each nine weeks a Portfolio Conference is held where parents are given an opportunity to view a portfolio of their child's work for the previous nine weeks.
<b>Describe how your school provides information to parents in their native language. What languages do you provide?</b>	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.
<b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>	Parents with disabilities are provided with physical accommodations, as needed. For example, those parents in wheel chairs are provided access to wheel chair ramps in order to attend meetings. The hearing impaired are provided with seating near the front of the room and the visually impaired are provided with appropriate accommodations that allow them to access materials.
<b>Describe the opportunities parents have to participate in their child's education.</b>	Parents are encouraged to become a volunteer at Kindergarten Kick-off 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.

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>
Engaging Students with Poverty in Mind by Eric Jensen	In the book, the author provides strategies that can be used to increase engagement in learning.	A PLC will be held using excerpts from the book.	Teachers	Nov. 6, 2019



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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>							
<b>Topic</b>	<b>Title</b>	<b>How will this impact Student Achievement?</b>	<b>Tentative Date/Time</b> Are they flexible?	<b>Transportation</b>	<b>Refreshments</b>	<b>Childcare</b>	<b>Translation</b>
Curriculum Areas	Parent Information Nights; Family STEM Nights	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.	Aug. 27, 5pm Aug. 28, 5pm Oct. 10 4:30 Feb. 27 4:30 pm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	Parent Information Night; Family STEM Nights	Provide information regarding the state required assessments and strategies that parents can use to help at home.	Aug. 29, 5pm Oct. 10 4:30 Feb. 27 4:30 pm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	Parent Portal Training	Parents are given an opportunity to sign-up for parent portal and are provided with a one-on-one training session for how to access Parent Portal.	As needed throughout the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Kindergarten Kick-off	Parents are informed of the expectations of students and families entering Kindergarten.	May 18, 2020 8:30 and 10:30 am	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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	Portfolio Conferences, MOST Meetings, Other Conferences	Portfolio Conferences are held at the end of each nine weeks and parents are given an opportunity to take a firsthand look at their child's progress. MOST meetings are held once a month for students who are having difficulty meeting the state standards in order to update parents on the child's progress and provided strategies that can be used at	Varies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will workshops/events be evaluated?	Workshops and events are evaluated using a parent survey that is provided at the conclusion of the workshop or event.
How will the needs of parents be assessed to plan future events?	The surveys are reviewed by the school's Leadership Team after each event to gain feedback and adjust plans for future events.
What are the barriers for parents to attend workshops/events and how do you overcome these?	The most prominent barrier for Winston is language. We have many Spanish speaking families who are unable to understand and this barrier is overcome by providing translation using our ESOL para-educator and other staff members who are bilingual.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	If parents are unable to attend a meeting, event, or workshop, they are contacted by the classroom teacher and given an opportunity to attend a make-up session.
How do parents who are not able to attend building capacity events receive information from the meetings?	If parents are unable to attend a meeting, event, or workshop, they are contacted by the classroom teacher and given an opportunity to attend a make-up session.

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