



Parent and Family Engagement Plan 2019-2020

Purcell 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:

Purcell Elementary School will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. Our doors are always open and we welcome all parents and families to be a part of their child's/children's learning. Purcell expects students to follow our PBS expectations as stated, Purcell panthers are problem-solvers, who use tolerance, respect and responsibility to become life-long learners.

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: _____

8/20/19



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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 19, 2019	Facebook, Newsletter, Letters sent via students, School marquee, Connect Ed mass phone call	Collaborative Conversations	Minutes, agenda, notes from collaborative teams
Parent and Family Engagement Plan (PFEP)	September 19, 2019	Facebook, Newsletter, Letters sent via students, School marquee, Connect Ed mass phone call	Collaborative Conversations	Minutes, agenda, notes from collaborative teams
School-Home Compact	September 19, 2019	Facebook, Newsletter, Letters sent via students, School marquee, Connect Ed mass phone call	Collaborative Conversations	Minutes, agenda, notes from collaborative teams
Title I Budget	September 19, 2019	Facebook, Newsletter, Letters sent via students, School marquee, Connect Ed mass phone call	Collaborative Conversations	Minutes, agenda, notes from collaborative teams
Parent & Family Engagement Allocation	September 19, 2019	Facebook, Newsletter, Letters sent via students, School marquee, Connect Ed mass phone call	Collaborative Conversations	Minutes, agenda, notes from collaborative teams

**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	
How are parents notified of the meeting?	Parents will be notified by way of flyers, sticky notes in planners, and social media. The information will also be posted on our marquee.
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?	Child care will be offered in the gym for parent s who need help with babysitting. Additionally, translator will be available for help with communication needs
How will you get feedback from parents about the meeting?	Parents attending the meetings will be given a survey to complete in order to provide feedback.
How do parents who are not able to attend receive information from the meeting?	Parents will receive information during our portfolio conferences if they were unable to attend the meeting.



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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	Our school works with HEARTH through our guidance office and classroom teachers. Through conversations and strong relationships with teachers/school counselor are able to identify students who, by definition, are considered "homeless." We help maintain consistency, clothing, and resources to parents.
Migrant	Migrant students are served through our migrant para. Our Migrant Para provides information, tutoring, and resources to migrant children and families.
Preschool Programs	Preschool is a vital program on our campus by helping to prepare students for kindergarten. VPK students are included in all programs and events on campus.
Title III-ESOL	We have two ESOL paras who work with families and students on a daily basis. Parent conferences, tutoring, translation services during IEP's, 504's, and teacher messages are areas that our paras work to support our growing ESOL population.
SAC	Members of our SAC committee are recruited by teachers, administration and through advertisements in our newsletters and web pages. Parents are notified of meetings and all are welcome to attend and encouraged to share ideas and/or concerns. SAC members are educated about our SIP, Parent involvement, upcoming events, legislative changes/modifications, school grade, how to help students with curriculum, lottery funds, and SAC funds.
PTO/PTA	NA
Community Agencies/Business Partners	We have many businesses, churches, Mulberry Boy's and Girl's Club, and daycares that are invited to be members of SAC and various events all year long.

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.	Purcell staff and teachers will communicate with parents via: Parent conferences, student agendas, Class Dojo, email, parent nights, and phone calls home.
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.	Annual Parent meeting, website, social media, newsletters, grade level newsletters, Class Dojo, parent conferences, parent workshops, progress monitoring data, and parent involvement notebook.
Describe how your school provides information to parents in their native language. What languages do you provide?	Parent conferences and phone calls home are translated for parents who need it. Paper communication is provided in English and Spanish. Purcell provides communication to parents in English and Spanish. Other languages can be made available upon request via the District ESOL Department.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Parents and families with students with disabilities are provided visuals, handouts, ADA compliance information and parental safeguards.
Describe the opportunities parents have to participate in their child's education.	Parents and families can participate in their child's education through activities such as: Teacher/Parent night, Teacher /Parent conferences, Chaperoning field trips, Muffins for Moms and Donuts for Dads, attending Spooky Tales, reading to their child, and assisting their child with math fact fluency.

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>
Portfolio Conferencing	Increase parent understanding of academic and social expectations.	Staff PD/ Training	All classroom teachers	
Family Friendly Schools Whole Child Learning and C.H.A.M.P.S./PBIS	Tips for making our school more friendly and welcoming for parents and visitors. Building relationships with students and parents.	Principal shared PD with staff at the beginning of school. Staff development workshops by leadership team- R. Payne, Mrs. P and DJ, Ron Clark practices, reflections	All teachers and support staff	



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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							
Topic	Title	How will this impact Student Achievement?	Tentative Date/Time Are they flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum Areas	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.	September 19, 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	FSA & Achievement Levels	Provide test taking strategies to parents and information on the assessments their child will be expected to take.	September 19, 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	Technology, Parent Portal	Provide parental support on how to navigate the portal.	September 19, 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Transition (Kdg, M S, HS)	Workshops to be held to provide information to parents to help with a smooth transition with change in school level.	April 2020	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How will workshops/events be evaluated?	Surveys provided to parents at the time of the event/s.
How will the needs of parents be assessed to plan future events?	Surveys, Facebook feedback, Parent meetings, and evaluations.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Parent/guardian work schedules, other family member commitments, and transportation issues
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Teachers work with parents personally to accommodate parents' schedule upon request from parents.
How do parents who are not able to attend building capacity events receive information from the meetings?	Information is sent home via students, in school newsletter, through Class Dojo, and on Social Media.

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