



## Parent and Family Engagement Plan 2019-2020

### Compass Middle

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:

To promote critical thinking and creativity, strong academic skills, and a commitment to creating lifelong learners. The school will empower students through high intellectual and conduct standards-building on their promise, as they prepare for high school, careers, and citizenship.

#### 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: \_\_\_\_\_

8/27/2019



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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)            | 2/21/2019                               | Invites - email, website, flyer         | Review of SIP and discussion                        | Sign in documentation<br>Meeting minutes                           |
| Parent and Family Engagement Plan (PFEP) | 2/21/2019                               | Invite - email, website, flyer          | Review of PFEP and discussion                       | Sign in documentation<br>Meeting minutes                           |
| School-Home Compact                      | 5/19/2019                               | Invite - email, website, flyer          | Review of PFEP and discussion                       | Sign in documentation<br>Meeting minutes                           |
| Title I Budget                           | 2/21/2019                               | Invite - email, website, flyer          | Review of Title 1 Budget                            | Sign in documentation<br>Meeting minutes                           |
| Parent & Family Engagement Allocation    | 2/21/2019                               | Invite - email, website, flyer          | Review budget and allocate funds                    | Sign in documentation<br>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 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.

|   |  |
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| Tentative date & time(s) of meeting   | September 12, 2019   |
| How are parents notified of the meeting?  | All parents will be notified of the Annual meeting via a flyer sent home with student, email, and through our website.   |
| 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?         | Transportation is not offered, translation of materials is given out and will be translated in Spanish and HC as needed. A Spanish translator is available on campus for parents who do not understand English. Light refreshments will be served and parents are welcome to bring younger/older siblings to the meeting so childcare is not needed.   |
| How will you get feedback from parents about the meeting?                       | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or FSA they would like to learn more about.   |
| How do parents who are not able to attend receive information from the meeting? | For parents who are unable to attend the meeting, the PowerPoint, along with any other information, will be available on our school website.   |



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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.

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| <b>Title IV-Homeless</b>                    | Working with the HEARTH program, we are dedicated to assist those students and families by eliminating the barriers due to homelessness and make sure they receive the same opportunities to have a successful academic career. The administration will conduct a staff meeting with the teachers that will be in contact with the child to maintain the privacy of the child. We will conference with the parent about resources available as parents request.   |
| <b>Migrant</b>                              | Migrant students will be assisted by the school and the District Migrant Education Program. Students will be prioritized by the MEP for supplemental services based on need and migrant status. They provide support to students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. We provide translations and have translators in their native language if requested for conferences and workshops. If necessary, teachers and administration will conduct a home visit to inform the parent of important information regarding school or academics. |
| <b>Preschool Programs</b>                   | N/A   |
| <b>Title III-ESOL</b>                       | We provide translations and have translators in their native language.  |
| <b>SAC</b>                                  | All parents are invited based on their willingness and dedication to being involved with the school. We communicate information to the parents through our school website, emails, and flyers sent home with the students. Parents are encouraged to attend the meetings to take part in improving the quality of instruction, engagement, and achievement of our students.   |
| <b>PTO/PTA</b>                              | N/A   |
| <b>Community Agencies/Business Partners</b> | N/A   |

4. Utilize strategies to ensure meaningful communication and accessibility.

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|--|--|
| <b>Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.</b>   | The methods that will be used to ensure meaningful, ongoing communication between home and school are email notifications, information will be posted on website, and any important information or notifications will be sent home with student.   |
| <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 notified at the annual meeting, website, parent conferences, and parents have access to their student's agenda which contains their weekly grade.  |
| <b>Describe how your school provides information to parents in their native language. What languages do you provide?</b>   | Translation of materials is given out and translated in Spanish or HC. We will provide a translator at the meetings.   |
| <b>How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?</b>   | The school is equipped with ramps and enlarged bathroom stalls. Microphones and speakers are always used at all events and visual aids are provided. Childcare will be considered and made available as needed. Transportation is not offered. Translation of materials is given out and will be translated in Spanish, and HC. We will also provide a translator at the meeting. Parents are welcome to bring their child(ren) to the meeting so childcare is not needed. |
| <b>Describe the opportunities parents have to participate in their child's education.</b>  | At the annual meeting in September, parents will learn they can more involved with the school. We encourage parents to join SAC, assist in the classroom, read to students. Parents who have a barrier that does not allow them to come to school, they can assist the teacher or school by completing projects at 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.

| <b>Topic/Title</b>                       | <b>How does this help staff build school/parent relationships?</b>                         | <b>Format for Implementation: workshop, book study, presenter, etc.</b>                        | <b>Who is the audience?</b> | <b>Tentative Date/Time</b> |
|--|--|--|-----------------------------|----------------------------|
| Dual Capacity Framework by Dr.Karen Mapp | Researched based strategies for building family and community partnerships                 | Title 1 facilitator will lead a staff discussion of the framework as they view the video clips | All staff members           | February 2020              |
| Family Friendly Schools                  | Tips and procedures to make our school more friendly and inviting for parents and visitors | Title 1 facilitator will lead a staff discussion of the powerpoint                             | All staff members           | August 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> |                     |   |  |                          |                                     |                          |   |
|--|---------------------|---|--|--------------------------|-------------------------------------|--------------------------|---|
| <u>Topic</u>                                     | <u>Title</u>        | <u>How will this impact Student Achievement?</u>  | <u>Tentative Date/Time</u><br>Are they flexible?   | <u>Transportation</u>    | <u>Refreshments</u>                 | <u>Childcare</u>         | <u>Translation</u><br><br><u>How will this support learning at home?</u>  |
| Curriculum Areas                                 | Digital Agendas     | Parents will have a better understanding of their child's strengths and weaknesses through conferences with the teachers and access to their child's grade in the digital agenda. | Throughout the school year                         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>Provide information to parents on standards by grade level and how they help their child at home   |
| State Assessments & Achievement Levels           | FSA/Data Night      | Increase parents' knowledge of the FSA and given information to help them prepare their child   | February 6, 2020                                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>Provide parents sample test questions and test taking strategies. Provide websites that have testing practice and additional information on the standards. |
| Technology, Parent Portal                        | Enrollment Meetings | Provide parents the information how to access their child's digital agenda to view grades, behavior, and email teachers.  | July 2019  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>Hands on workshop to empower the parents to be informed of their child's progress.   |
| Transition (Kdg, MS, HS)                         | 8th Grade Move Up   | Provide parents the information needed to assist their child make a smooth transition to high school  | May 2020   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>Parents of 8th grade students will be given information about their child's high school to help prepare them for the transition.                           |
| College & Career                                 |                     | N/A   |  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |
| Graduation Requirements & Scholarships           |                     | N/A   |  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |   |
| Conferences                                      | Parent conferences  | Provide information to the parents about their child's progress and how they can assist their child at home.  | Throughout the year as parents or teachers request | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/><br>Parents will have a better understanding of their child's strengths and weaknesses and be given information to assist their child at home.                 |

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| How will workshops/events be evaluated?   | Every parent who attends the meeting will be given an opportunity to complete an evaluation form. The evaluation will be available in Spanish and HC.   |
| How will the needs of parents be assessed to plan future events?  | To assess the needs of our parents we utilize information given at SAC meetings, evaluations feedback from previous workshops/events, and parent meetings to review compact or PFEF.  |
| What are the barriers for parents to attend workshops/events and how do you overcome these?               | Transportation is not offered. Translation of materials is given out and will be translated in Spanish or HC. A translator is available on campus for parents who do not understand English. Childcare is not provided, but parents may bring younger siblings to the workshops/events. |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)           | Parents are provided a calendar of events on our website and the calendar is updated as events are added. All dates and times of events are posted on the school calendar which is available through our website.   |
| How do parents who are not able to attend building capacity events receive information from the meetings? | For parents who are unable to attend, a letter with web links will be sent home and emailed to the parents within two week period after the event. Powerpoints and any other information regarding the workshop/event will be available on our website.                                 |

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