



Parent and Family Engagement Plan 2019-2020 Spook Hill 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:

Spook Hill Elementary strives to create a supportive and safe learning environment that builds relationships where all parents and family members work together for our school, students, and community.

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: Chabre Simmons Date: August 29, 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)	September 12, 2019	Survey	Parents were asked to complete a survey seeking their input on areas Spook Hill Elementary can improve.	Maintain copies of completed survey.
Parent and Family Engagement Plan (PFEP)	October 2019	SAC Meeting	Presented at Title I night on September 12, 2019 and asked to provide input. All parents were invited to SAC meeting in October to vote on PFEP.	Sign-in sheets and agendas from September 12th Title One Meeting & October SAC meeting.
School-Home Compact	September 12, 2019	Survey	Presented at Title I night on September 12, 2019 and asked to provide input. All parents were invited to SAC meeting in October to vote on PFEP.	Sign-in sheets and agendas from September 12th Title One Meeting & October SAC meeting.
Title I Budget	September 12, 2019	Survey	Presented at Title I night on September 12, 2019 and asked to provide input. All parents were invited to SAC meeting in October to vote on PFEP.	Sign-in sheets and agendas from September 12th Title One Meeting & October SAC meeting.
Parent & Family Engagement Allocation	September 12, 2019	Survey	Presented at Title I night on September 12, 2019 and asked to provide input. All parents were invited to SAC meeting in October to vote on PFEP.	Sign-in sheets and agendas from September 12th Title One Meeting & October SAC 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 5:00 - 6:30
How are parents notified of the meeting?	Two weeks prior to the event flyers will be sent home with students and the event posted on social media. The week of and day before remind labels will be sent home in student agendas.
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?	We will address the barrier of childcare by providing a child-friendly event. Also, we will address the barrier of those parents that work evening hours by offering the opportunity to come to school one morning to get the same information.
How will you get feedback from parents about the meeting?	Through written feedback forms given out to a random selection of parents at the completion of the meeting.
How do parents who are not able to attend receive information from the meeting?	Information from the meeting will be posted on the school website. Also, at parent request information will be sent home.



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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	Monitor through needs assessment. Following needs assessment, guidance counselor coordinates with HEARTH program.
Migrant	Native language information provided as needed.
Preschool Programs	We offer Head Start services, ESE Pre-K, and a blended Head Start/ESE unit. Also, the family service advocate on our campus has monthly meetings with Head Start families.
Title III-ESOL	ESOL paraprofessional. All written communication provided in native language.
SAC	All parents invited to attend and participate in meetings.
PTO/PTA	All parents are invited to become members of Spook Hill's PTO.
Community Agencies/Business Partners	We work with companies and agencies in our community to build partnerships.

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.	Student agendas foster communication between home and school. Additionally, Facebook is updated with events and news regularly.
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.	Parents are provided information through a variety of meetings and methods.
Describe how your school provides information to parents in their native language. What languages do you provide?	We have bilingual (English/Spanish) staff to provide assistance on campus daily to those families that need assistance. Written communication will be translated and provided as needed.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	We schedule most of our family engagement events after school on our ADA compliant campus. Also, our LEA maintains records and written communication to our families with SWD to inform them of important dates and times.
Describe the opportunities parents have to participate in their child's education.	Parents are encouraged to maintain open communication with their child's teacher. They are encouraged to eat lunch on campus with their students. They are also encouraged to become members of SAC, PTO, and become an approved volunteer.

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>
Report Card Night	Parents will have the opportunity to get their students grades, pick-up a ELA/Math strategy, and schedule a parent/teacher conference the day before report cards go home.	Presentation; Staff Training	Parents	End of 1st 3 grading periods
Parent Engagement PLC	Staff members will receive professional development on effective strategies for conferencing with parents and encouraging family involvement.	Presentation; Staff Training	Staff Members	Before end of 1st grading period

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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	Annual Title One Meeting	Parents will gain a better understanding of their students attending a Title One School.	September 12, 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology, Parent Portal	Open House	Parents will gain a better understanding of how to keep up to date with their students grades.	September 12, 2019	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Kindergarten Round Up	Better prepare Kindergarten students.	Spring 2020	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
College & Career	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements & Scholarships	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	Report Card Nights	Parents will have the opportunity to get their students grades and set up a conference to further discuss these grades.	End of each grading period	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

How will workshops/events be evaluated?	At the end of each event families will be provided the opportunity to provide feedback in their native language.
How will the needs of parents be assessed to plan future events?	At the Title One Annual meeting families will be surveyed to see what events they would like us to offer in the future.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Work schedules might be one barrier. Due to this we might offer events at various time and/or days. Also, all resources provided at family engagement events will be uploaded to our website. Additionally, upon request information will be sent home.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Workshops can be held at different times or on different days. Possibly we might offer a daytime event this year to work on accommodating all families.
How do parents who are not able to attend building capacity events receive information from the meetings?	All information will be uploaded to our school website from family engagement events. Additionally, upon request information will be sent home.

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