



## **Parent and Family Engagement Plan 2019-2020**

### **Kathleen Elementary School**

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:**

**Kathleen Elementary School will strive to build relationships to create real family engagement for every child, provide opportunities for parents to volunteer, and provide resources for parents to help their child meet their full potential through academic nights and parent workshops. Our mission is to partner with our school's community to ensure that all children build academic foundation, develop the desire to learn, and grow in self-confidence and compassion through a challenging curriculum which nurtures each student's abilities. Our teachers and staff will identify the needs of every students to provide them with support to meet their full potential.**

#### **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.



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☐ 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: \_\_\_\_\_

### **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?
<b>School Improvement Plan (SIP)</b>	Sept 12th	Flyer in the agenda, SAC meeting	All parents/families are given a hard copy to look over and revise or add any suggestions or comments	SAC Meeting Agenda
<b>Parent and Family Engagement Plan (PFEP)</b>	Sept 12th	Flyer in the agenda, SAC meeting	All parents/families are given a hard copy to look over and revise or add any suggestions or comments	SAC Meeting Agenda
<b>School-Home Compact</b>	Sept 12th	Flyer in the agenda, SAC meeting	All parents/families are given a hard copy to look over and revise or add any suggestions or comments	SAC Meeting Agenda
<b>Title I Budget</b>	Sept 12th	Flyer in the agenda, SAC meeting	All parents/families are given a hard copy to look over and revise or add any suggestions or comments	SAC Meeting Agenda
<b>Parent &amp; Family Engagement Allocation</b>	Sept 12th	Flyer in the agenda, SAC meeting	All parents/families are given a hard copy to look over and revise or add any suggestions or comments	SAC Meeting Agenda

*\*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.*

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#### 2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

<b>Tentative date &amp; time(s) of meeting</b>	September 12, 2019 5:30-7:00 p.m.
<b>How are parents notified of the meeting?</b>	All parents are notified of the Annual Parent meeting via flyer in the backpack, a label in the agenda, and a post on our Kathleen Elementary Facebook page beginning 2 weeks prior to the event.
<b>What information is provided at the meeting?</b>	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.
<b>How are parents informed of their rights?</b>	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.
<b>What barriers will you address to encourage parents/families to attend?</b>	Transportation is not offered to all parents, however, if we know of a family in need of transportation to attend we work to find a solution. Materials given out will be translated in English, Spanish, and HC as well as providing a translator at the meeting. Parents are welcomed to bring their child(ren) to the meeting so childcare is not needed.
<b>How will you get feedback from parents about the meeting?</b>	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 testing that they would like to learn more.
<b>How do parents who are not able to attend receive information from the meeting?</b>	If parents are unable to attend the night/day of the event, they can look on the school's website to find out the latest Title I information from the Parent Involvement event. For those parents who don't have internet access, they may contact the front office for resources.

#### 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>	We work with HEARTH and they provide uniforms and transportation for students and families in need. FUEL Church also provides Kid-Packs to ensure students in need are provided healthy food choices over the weekend.
<b>Migrant</b>	We have any information provided, translated into a families' native language. We also have an ESOL para who works with our ESOL students and their families.
<b>Preschool Programs</b>	Preschool unit is available to parents with children between the ages of 3 and 4.
<b>Title III-ESOL</b>	We have any information provided, translated into a families' native language. We also have an ESOL para who works with our ESOL students and their families.
<b>SAC</b>	SAC members sign-up at orientation. All parents are invited to all meetings through labels in the agenda, flyers, and on our school Facebook page and website.
<b>PTO/PTA</b>	PTO/PTA members sign-up at orientation or at our Annual Parent meeting. Officers are nominated then elected based on votes.
<b>Community Agencies/Business Partners</b>	FUEL Church and Kathleen Baptist Church have donated their time and purchased plants for our quarterly Campus Beautification days.

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### 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.	Annual Conference meetings, PIN, notebook, and social media Students agenda
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.	Links to practice assessments are provided on our school website. Students also showcase their learning at Student Success Nights throughout the year.
Describe how your school provides information to parents in their native language. What languages do you provide?	We have any information provided, translated into a families' native language. We also have an ESOL para who works with our ESOL students and their families.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	They are given meeting notices for IEPs.
Describe the opportunities parents have to participate in their child's education.	Conference Nights and Annual Parent meeting.

### 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>
Capacity Building and Professional Learning	Building teacher awareness on the importance of strong relationships with families will increase teacher contact with parents.	Jessica Solano 2017 Florida Teacher of the Year PCSB Teacher Engagement Leader Book Study	Staff	August 6 <sup>th</sup> , 2019 12:30 – 1:30
data chats/review Student Portfolio Capacity Building and Professional Learning Student attendance and student progress	Many parents receive reports or assessment information, but don't understand or know how to help at home. Data workshop to train teachers and families on how they can help build their children's learning pathways to increase achievement levels and potential performance. By setting clear targets for all parties involved in students' education, for example understanding success criteria and progress monitoring. Answer parents' questions, so data is useful and information is accessible, understandable, and actionable.	Workshop for parents and training for teachers.	Teacher, parents and students	Initial training for teachers will be August 6 <sup>th</sup> , 2019 8:00-11:00  Parents September 12 <sup>th</sup> , 2019 5:30-7:00 October 24 <sup>th</sup> , 2019 4:00-7:00 February 20 <sup>th</sup> 2019 4:00-7:00

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Reinforcing family – oriented learning as a way to build in- trust and enhance relationships between parents and teachers. (Developing new family engagement strategies)	To increase student achievement by communicating with parents Increase motivation for learning and school involvement. Interacting, communicating and building relationships from a different/traditional setting. Share and learn about student outside of classroom setting. Provide ideas on how to support student at home.	Weekly grade level PLCs and staff development day trainings. Events – ALL Pro Dad All STAR Families Home Visits	Teachers, students, and parents	Staff Development:: August 6 <sup>th</sup> , 2019  All Pro Dads: September 3 <sup>rd</sup> , 2019 October 8 <sup>th</sup> , 2019 December 3 <sup>rd</sup> , 2019 February 4 <sup>th</sup> , 2020 April 7 <sup>th</sup> , 2020  All STAR Families: October 12 <sup>th</sup> , 2019 February 1 <sup>st</sup> , 2020
Using Digital Communication with families to support their children's attendance and learning at home. (Developing new family engagement strategies and assessing current family engagement practices)	1. Increased teachers' knowledge on the various technology tools to use in class to increase student engagement and academic performance in school and at home. 2. Enhance and increase families understanding that learning can take place anywhere and anytime. Provide the programs and training to use this tools outside the school.	Workshop/Training	Staff and families Staff Families Students	Staff Date August 6 <sup>th</sup> , 2019 1:30-3:30  Parents during orientation night and PIN  Students – 1 <sup>st</sup> week of school.

**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><u>Building Capacity of Parents and Families</u></b>								
<b><u>Topic</u></b>	<b><u>Title</u></b>	<b><u>How will this impact Student Achievement?</u></b>	<b><u>Tentative Date/Time</u></b> Are they flexible?	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>	<b><u>How will this support learning at home?</u></b>
<b>Curriculum Areas</b>	Florida Standard Assessment	Provide information to parents on standards by grade level and how they can help their child at home. Grade 3-5 take the FSA	April 1-14, 4th and 5th FSA Writing 3rd grade FSA Reading ELA Reading and Math 3rd-5th May 4th – 15th				x	It gives parents a glance at what to expect during FSA testing.
<b>State Assessments &amp; Achievement Levels</b>	SSA	Provide test-taking strategies to parents and also information on the assessments their child will be expected to take.	5 <sup>th</sup> grade SSA May 4 <sup>th</sup> -15 <sup>th</sup>				x	Parents will have an idea of what areas to work on with their child(ren) at home to help prepare them.
<b>Technology, Parent Portal</b>	Parent Portal KES website	Provide parents with information on how to navigate the Parent Portal and check their child's grades.					x	Parents will be able to keep up with their child(ren) curriculum and grades.

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		Workshop on internet safety, cyber bullying, and information on other educational websites.						
<b>Transition (Kdg, MS, HS)</b>	Boo Hoo Breakfast	These workshops will provide information to parents to help their child make a smooth transition with change in school.	August 12 <sup>th</sup> Boo Hoo Breakfast			x	x	Parents get aid in helping their Kindergartener transition.
<b>College &amp; Career</b>								
<b>Graduation Requirements &amp; Scholarships</b>								
<b>Conferences</b>	Annual Conference Night	Helping parents/families know what the needs of their child(ren) are.	Oct 24 <sup>th</sup> Feb 20 <sup>th</sup>			x	x	Parents get a better/clearer understanding on how to help with their child(ren) educational or behavioral needs.

<b>How will workshops/events be evaluated?</b>	Through surveys provided to the parents/guardians for each event.
<b>How will the needs of parents be assessed to plan future events?</b>	Through feedback form events and SAC meetings.
<b>What are the barriers for parents to attend workshops/events and how do you overcome these?</b>	We work with HEARTH to provide transportation to families in need. We offer dinner to al families. We also offer flexible times if parents are unable to attend due to a work schedule.
<b>How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)</b>	Parents are able to select from given times during Conference Nights or via phone conference.
<b>How do parents who are not able to attend building capacity events receive information from the meetings?</b>	If parents are unable to attend the night/day of the event, they may come the following day during lunchtime.

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