



2017-2018 Title I Parent and Family Engagement Plan



Spook Hill Elementary

General introduction of school's vision for parent and family engagement.

The Mission of Spook Hill Elementary is to create a parent-friendly school that ensures quality learning takes place by establishing a challenging, nurturing, and continually improving environment. Our Vision for our students, staff, parents, and community is to create a learning environment where active participants inspire each student to reach his/her maximum potential. We strive to create a supportive and safe learning environment that builds relationships and creates strong family engagement as well as through the framework of Positive Behavioral Interventions and Support (PBIS). The staff works diligently to create and maintain strong school-to-home connections with the families of our students.

All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.

Principal: Michelle Browning Date: ____ November 3, 2017 ____

Involvement of Parents	
<p>If the school wide program plan under Section 1116 (b) (1) is not satisfactory to the parents of participating children, the school will include/submit the parents' comments with the plan that will be made available to the local education agency Section 1116(b) (4).</p> <p>Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.</p>	
<i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i>	All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised three times a year using parent input.
<i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i>	This plan is reviewed three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home.
<i>How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?</i>	All parents/families are invited to attend our PTO meetings, quarterly School Advisory Council meetings, and the Annual Title I Parent Meeting where Title I programs and funding is shared and reviewed.
<i>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</i>	All parents were invited to provide input on the 2017-2018 plan. An invitation and meeting agenda was sent via backpack, it is posted on our school website, and parents were informed via the school calendar. Parents who could not attend the meeting were invited to submit comments and/or suggestions on the current plan. The plan will also be reviewed at our January 2018 School Advisory Council meeting and again in May as we plan for the next school year. Copies of the meeting invitation, agenda, sign in sheets, and minutes containing all parent suggestions is kept on file as documentation. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.
<i>How will this plan assist in providing high quality instruction for all learners?</i>	This plan helps ensure that we provide parents/families with information, materials, and resources to support their child's learning at home by offering parent workshops on the Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day.
<i>How will the school share comments received from parents/families?</i>	All parent comments and suggestions given for the plan are considered, documented, and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan.
<i>How will this plan be made available to the community?</i>	This plan is available to all parents, business partners, and the School Advisory Council during PTO meetings, Report Card Dinner Nights, and at the School Advisory Council meetings. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.

Annual Parent Meeting

The school will conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, and the rights of parents. Timely information about the Title I programs **Section 1116(c)(1)**

<p><i>Date and Time you will hold your Meeting?</i></p>	<p>Our Annual Parent Meeting was scheduled to be held on Thursday, September 14 but was rescheduled for Tuesday, October 3 due to all Polk County schools being closed during and after Hurricane Irma. The meeting will be held at 5:00 pm in our school cafeteria. All parents are invited and encouraged to attend one of the meetings.</p>
<p><i>Notification and Invitation:</i></p> <ul style="list-style-type: none"> ○ <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i> 	<p>All parents will be notified of the Annual parent meeting via a flyer and agenda in the backpack, 2 weeks prior to meeting and 2 days prior to meeting, and a sticker in the student agenda. The information for this meeting will be posted on our school website and marquee in front of the school.</p>
<p><i>Information:</i> <i>Please describe how your meeting will cover information about:</i></p> <ul style="list-style-type: none"> ● <i>the Title I program, the benefits, and how it affects your school</i> ● <i>School choice</i> ● <i>Parents right to know</i> ● <i>(the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.</i> 	<p>The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child's teacher and/or para. In addition, information about this plan and our school compact is discussed.</p> <p>After the general meeting in the cafeteria parents are encouraged to visit their child's classroom to hear specific information about the curriculum and state assessments their child will take.</p>
<p><i>Barriers:</i></p> <ul style="list-style-type: none"> ○ <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i> 	<p>Transportation is not offered to all parents, however, if we know of a family in need of transportation in order to attend we work to find a solution. Translation of materials given out will be translated in English and Spanish as well as we will provide a translator at the meeting. Parents are welcome to bring their children to the meeting so childcare is not needed.</p>
<p><i>Evaluations:</i></p> <ul style="list-style-type: none"> ○ <i>How will you get feedback from parents about the meeting?</i> 	<p>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</p>
<p><i>Parents who do not attend?</i></p> <ul style="list-style-type: none"> ○ <i>How will you get the information home to parents who do not attend the meeting?</i> 	<p>For parents who are not able to attend this meeting, information will be sent home and it can be accessed on our school website.</p>

Flexible Parent Meetings:

The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their student. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

<p><i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i></p>	<p>Parent are provided a calendar of events at the start of school. All dates and times of events are posted on our school website.</p> <p>Parent workshops are offered on different days and times and sometimes twice in order to increase attendance.</p> <p>When applicable, provides parents with information linked to our school website.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></p>	<p>Families are invited to bring their children, therefore childcare was not provided.</p> <p>Some teachers make home visits to conference with parents who cannot attend a school conference.</p> <p>Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.</p>

Building Capacity of Parents

School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e) (1-3)]. School will provide materials and training to help parents work with their child to improve their child's academic achievement. [Section 1116(e) (2)].

Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.

- How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards	Provide information to parents on standards, curriculum, and student data as well as how they can help their child at home. Grades 3-5 take the FSA state assessment.	Information on Florida Standards and curriculum Data and progress monitoring of students through the use of STAR and I-Station Reading and Math.	Annual Parent Meeting –October 3 rd 5-6 pm Back to School Night- October 3 rd 6-7 pm Report Card Dinner Nights- October 23 rd , January 16 th , and April 2 nd 5-7 pm Parent Conferences- Scheduled by teachers		X		X
State Tests & Achievement Levels	Provide test taking strategies to parents and also information on the assessments their child will be expected to take.	Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents.	Back to School Night- October 3 rd 6-7 pm Report Card Dinner Nights- October 23 rd , January 16 th , and April 2 nd 5-7 pm Parent Conferences- Scheduled by teachers		X		X
Transition (Kdg, MS, HS)	These workshops will provide information to parents to help their child make a smooth transition with change in school.	Provide parents of incoming Kindergarten information on how to prepare their child for school. Parents of 5 th grade students will be given information to help them prepare their child for Middle School.	Back to School Night- October 3 rd 6-7 pm Report Card Dinner Nights- October 23 rd , January 16 th , and April 2 nd 5-7 pm Kindergarten Round-Up		X		X
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home	Free book for students who attend Reading tips and strategies for reading	Back to School Night- October 3 rd 6-7 pm Report Card Dinner Nights- October 23 rd , January 16 th , and April 2 nd 5-7 pm		X		X
Technology, Parent Portal	Provide parents information on how to navigate the Parent	Hands on workshop provided for parents/families in the Resource Room.	Back to School Night- October 3 rd 6-7 pm				

	Portal to check their child's grades. Workshop on internet safety, cyber bullying and information on other educational websites		Report Card Dinner Nights- October 23 rd , January 16 th , and April 2 nd 5-7 pm		X			X
College and Career								
Graduation Requirements/Scholarships								
How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?	<ul style="list-style-type: none"> • SAC and PTO Meetings • Evaluations at previous workshops • Parent meetings to review compact/old PIP/PFEP 							
How do you evaluate effectiveness?	<ul style="list-style-type: none"> • The Parent Family Engagement Plan and the Compact • flyers, notifications/invitations • calendars • website • school marquee • school newsletters • parent workshops • PTO meetings or SAC meetings • Progress reports • Report cards, interim reports, state assessment/curriculum information 							
Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.	<ul style="list-style-type: none"> • Newsletters with tips • Tips on your website • Curriculum guides • Homework guide for parents • Strategies for parents to use at home • Books/reading materials • Projects • Information in other languages 							
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	<p>Outreach through letters, emails, phone calls, and face-to-face contact to the:</p> <ul style="list-style-type: none"> • Churches • Business Partners • Community • Include information on your website • Parent/Family Informational Notebook (PIN) <p>Send home</p> <ul style="list-style-type: none"> • Information in your school/grade level newsletter • Send home flyers • Send home monthly calendars for the PIRC (specifically mention which PIRC serves your school) • Books bridge schedule • Labels in agenda 							

- The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.

Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school [Section 1116(e) (3).

<p>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</p> <ul style="list-style-type: none"> ○ <i>how to reach out to, communicate with, and work with parents/families as equal partners</i> ○ <i>the value and utility of contributions of parents/families</i> ○ <i>how to implement and coordinate parent/family programs</i> ○ <i>how to build ties between parents/families and the school</i> 				
<p>Please describe below how you do this.</p>				
<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Positive Behavior Interventions and Support	Research based strategies involving building a positive school climate and culture in which all family members feel welcome	Professional Learning Community: Lydia Roberts/ Brandy Polly	All instructional staff	Spring 2018 during grade level PLCs
De-escalation Training	Research based strategies for preventing and responding to undesirable student behavior	Training: Ruth Lee	All instructional staff	February, 26 during Staff Development Day

Communication

The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1116(c)(4)(B)]; If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1116(c)(4)(C)];

How do 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?	Schools are required to 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. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.
How do you provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?	Letters are sent home to the parents/families of our students informing them of their right to request information on the professional qualities of the student's classroom teachers and paraprofessionals.
Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?	Parents/families are informed in a variety of ways: <ul style="list-style-type: none"> • Annual Parent meeting • Website • Newsletters (school and/or grade level) • Parent conferences • Report Card Dinner Nights • Progress monitoring

	<ul style="list-style-type: none"> • PIN <p>Information is provided in Spanish and Haitian Creole as needed for our parents and families.</p>
<i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i>	State/district reports- these reports will be provided to parents/families at Report Card Dinner Nights and parent conferences. Any parents who are unable to attend will have the information sent home via the student's agenda.
<i>How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?</i>	Each Title I elementary school is required to hold at least one face to face conference with each student's parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing.

Coordination and Integration:

The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)].

Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:

○ Homeless	<ul style="list-style-type: none"> • Do you work with the HEARTH program? • How does a teacher know which students? • What can you do to help these parents of homeless students?
○ Migrant	<ul style="list-style-type: none"> ○ Do you provide information/materials in their native language? ○ Do you work with the Migrant department? ○ Home visits? ○ Workshops in their language?
○ Preschool	<ul style="list-style-type: none"> • Do you work with the Preschool teachers on your campus? • Do these parents receive invitations to school programs/events? • Do you provide workshops specifically for these parents? • How do you prepare them for Kdg?
○ ESOL	<ul style="list-style-type: none"> ○ Do you have an ESOL para? ○ Do you provide information to parents in their native language? ○ Do you work with the ESOL department to get materials/services for parents?
○ SAC School Advisory	<ul style="list-style-type: none"> • How do you select members? • Are all parents invited to attend meetings? • How are they notified of meetings? • Can parents speak at meetings if they are not a member? • At the meetings do you offer information/materials to parents to help them learn how to help their child/children at home? explain
○ PTO/PTA	<ul style="list-style-type: none"> ○ How do you select members? ○ Are all parents invited to attend meetings? ○ How are they notified of meetings? ○ Can parents speak at meetings if they are not a member? ○ At the meetings do you offer information/materials to parents to help them learn how to help their child/children at home? explain
○ Community Agencies	<p>SAMPLE: Churches, Boys and Girls Club, YMCA, daycare, community centers</p> <ul style="list-style-type: none"> • Do you invite member of your community to participate in events at your school? • Be on SAC/PTO? • Do you keep them informed of school events? • Do you partner with them to support learning outside of school?
○ Booster Clubs	<ul style="list-style-type: none"> ○ Do you offer opportunities to parents to be involved as part of a booster club? How? What is their involvement?
○ Business Partners	<ul style="list-style-type: none"> • Do you have business partners? Do you have any business partners that are parents? • Do you survey your parents to find out about their employment and how they might be able to be a partner? • Do you have a mentor program? • Work release volunteer program?

Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators.
 Sec 1116(e)(5) and 1116(f)

<p>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c) Mentor?</p>	<ul style="list-style-type: none"> • Parents are informed on ways they can be involved in school through: the school website, a monthly newsletter, and through the agenda • For parents who are not able to participate in school events, information is sent home and available via the website. • Parents are invited to become a school volunteer.
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<ul style="list-style-type: none"> • The Parent/Family Engagement Plan • The Compact • flyers, notifications/invitations • calendars • school website • school marquee • school newsletters • parent workshops • PTO & SAC meetings • Progress reports • Report cards, interim reports, state assessment/curriculum information
<p>What barriers hinder participation by parents in parental involvement activities? What steps will you take this school year to overcome these barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)</p>	<ul style="list-style-type: none"> • economically disadvantages- offer free events that include food/refreshments, parents are invited to bring their children • limited English (translators, materials in other languages, workshops in their language) • Racial/ethnic minority background (sensitive to their culture, have a balance of staff)
<p>How does your school provide information to parent's in their native language? What languages do you provide? Section 1116 (e) (5) Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<ul style="list-style-type: none"> • Translator available to assist with information in Spanish and/or HC • Translations are provided via documents and through personnel • All communication is provided in English, Spanish, and Haitian Creole (as needed).
<p>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</p> <ul style="list-style-type: none"> • Title I Parent/Family Resource Centers • Books Bridge Buses • Parent University • Other 	<ul style="list-style-type: none"> • Include information on school website • Parent/Family Informational Notebook (PIN) <p>Send home:</p> <ul style="list-style-type: none"> • Information in your school/grade level newsletter • Flyers • Monthly calendars for the PIRC-located in Frostproof • Labels in agenda