



# 2017-2018 Title I Parent and Family Engagement Plan



## Jewett School of the Arts Magnet

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

Jewett School of the Arts Magnet 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.

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: Michael Sears

Date: 8/15/17

<b>Involvement of Parents</b>	
<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>	
<p><b><i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i></b></p>	<p>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.</p>
<p><b><i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i></b></p>	<p>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.</p>
<p><b><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></b></p>	<p>Parents are surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child's academic achievement. Results from surveying parents is used to plan parent and staff trainings.</p>
<p><b><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></b></p>	<p>Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their "Parent and Family Engagement Policy". Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.</p>
<p><b><i>How will this plan assist in providing high quality instruction for all learners?</i></b></p>	<p>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.</p>
<p><b><i>How will the school share comments received from parents/families?</i></b></p>	<p>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.</p>
<p><b><i>How will this plan be made available to the community?</i></b></p>	<p>This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.</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 children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

<p><b><i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i></b></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. Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. Ex; mornings, evenings, and some Saturday events When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website.</p>
<p><b><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></b></p>	<p>For some parent workshops our school offers limited childcare or children’s activities while parents attend a workshop. Transportation for families is provided on a needs basis. Some teachers make home visits to conference with parents who cannot attend a school conference. Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.</p>

## 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, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

<p>Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are in other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input. Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations.</p>	
<p><b>Date and time you will hold your meeting?</b></p>	<p>Our Annual Parent Meeting will be held on Monday, September 24 and Tuesday, September 25. Both meetings will be held at 6:00 pm in our school cafeteria then at 7:00 pm move to individual classrooms. All parents are invited and encouraged to attend one of the meetings. Describe how you conduct your meeting</p>
<p><b>Notification and Invitation:</b></p> <ul style="list-style-type: none"> <li>○ How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	<p>All parents will be notified of the Annual parent meeting via a flyer in the backpack, a call out 2 weeks prior to meeting and 2 days prior to meeting, and a sticker in the student planner. The information for this meeting will be posted on our school website and marquee in front of the school.</p>
<p><b>Information:</b> Please describe how your meeting will cover information about:</p> <ul style="list-style-type: none"> <li>• the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (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.</li> </ul>	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>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.</p> <p>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 information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	<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, Spanish and HC as well as we will provide a translator at the meeting. Light refreshments will be provided after the meeting. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed.</p>
<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>○ How will you get feedback from parents about the meeting?</li> </ul>	<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><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>○ How will you get the information home to parents who do not attend the meeting?</li> </ul>	<p>For parents who are not able to attend this meeting, a video along with the information will be available on our school website.</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. Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. Ex; mornings, evenings, and some Saturday events</p> <p>When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website.</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.

<b>Title Topic</b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> Is it flexible?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>
<b>Curriculum /Florida Standards</b>	Provide information to parents on standards by grade level and how they can help their child at home. Grades 3-8 take the FSA state assessment	Information on where to located Florida Standards by Grade level.	February 10 Math @ 7:00 PM Grades 3-8 February 12 Reading @ 7:00 PM Grades 3-8 February 18 Science @ 7:00 PM Grade 5 & 8		X X X		X X X
<b>State Tests &amp; Achievement Levels</b>	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.	Test Taking Workshop March 1 & March 10 @ 7:00		X		X
<b>Transition (Kdg, MS, HS)</b>	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 5th grade students will be given information to help them prepare their child for Middle School.	Kdg Round up April 5@ 10:00 AM and 7:00 PM Getting Ready for Middle School April 22 @ 6:00		X		X
<b>Literacy 1116 (e)</b>	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	Bi Monthly Literacy workshops held in the media center from 6-7 pm. Sept 12, Nov 9, Dec. 8, Jan 11, Feb 15, March 15.				X
<b>Technology, Parent Portal</b>	Provide parents information on how to navigate the Parent Portal to check their child's grades. Workshop on internet safety, cyber bullying and information on other educational websites	Hands on workshop.	Parent Portal workshops will be held in the computer lab Sept. 8 @ 8:00 am and 6:00 pm Nov. 15 @ 8:00 am and 6:00 pm Feb. 22 @ 8:00 am and 6:00 pm  Internet Safety/Cyber Bullying Oct, 10 @ 6 PM				
<b>College and Career</b>							
<b>Graduation Requirements/Scholarships</b>							

<p><b>How do you assess the needs of parents?</b> Do you survey parents to ask what type of events or workshops you have at your school?</p>	<p>SAC, PTA, Parent surveys, District parent survey Evaluations at previous workshops</p>
<p><b>How do you evaluate effectiveness?</b></p>	<p>data collection survey results comments on surveys student achievement data</p>
<p><b>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.</b></p>	<p>Newsletters with tips Tips on your website Curriculum guides Homework guide for parents Strategies for parents to use at home Books/reading materials Projects Video clips Information in other languages</p>
<p><b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b></p>	<p>Community recreation department partners with school to assist in celebrations of academic and behavior achievements Business partners provide resources and speakers to enhance the learning environment at the school site. Providing expertise in various fields to support learning at the school. We utilize church resources to support families in need providing food, toiletries</p>

- *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><b>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</b></p> <ul style="list-style-type: none"> <li>○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i></li> <li>○ <i>the value and utility of contributions of parents/families</i></li> <li>○ <i>how to implement and coordinate parent/family programs</i></li> </ul> <p><i>how to build ties between parents/families and the school</i></p>
<p><b>Please describe below how you do this.</b></p>

<b>Topic -Title</b>	<b>Purpose?</b> How does this help staff build school/parent relationships?	<b>Implementation format:</b> (Workshop, book study, etc.) <b>Presenter?</b>	<b>Who is the audience?</b>	<b>Tentative Date/Time</b>
<b>Teaching With Poverty in Mind</b>	Assists in building connections with their students background. Helping to establish a greater cultural awareness and deeper understanding of students and stakeholders.	<u>Book Study and professional development of pedagogy of Eric Jensen on Teaching With Poverty in Mind.</u>	<u>Staff</u>	<u>September 8<sup>th</sup>, October 13<sup>th</sup>, December 8<sup>th</sup>, January 12<sup>th</sup>, February 9<sup>th</sup>, March 9<sup>th</sup>, April 13<sup>th</sup>, May 11<sup>th</sup></u>

## Communication

<p>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)];</p>	
<p><b>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?</b></p>	<p>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.</p>
<p><b>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?</b></p>	<p>We provide the stakeholders with Right to Know Letter that provides detail information to the stakeholders electronically and hard copies in English and Spanish. Other languages available based on home language survey.</p>
<p><b>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?</b></p>	<p>Administration and staff provide parents with standards that are taught by directing them to the FLDOE.org website. School also holds portfolio nights to discuss student achievement and assessments. Reviewing work samples of materials for students. Provide goal sheets for students to focus in on areas of improvement for students. Outlining strategies for achieving the goal during the portfolio.</p>
<p><b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</b></p>	<p>FSA reports are provided for all of the students that are in tested areas. Parents are contacted to come to the school and retrieve the information from the front office staff.</p>
<p><b>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?</b></p>	<p>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.</p>

## 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:

○ <b>Homeless</b>	We work with the Hearth program to ensure our students are able to be provided services and information. Our guidance counselor also makes sure to provide meals for our students that are identified through the Hearth office by providing meals over the weekends. We also provide the students with school supplies and book bags. Guidance provides the teachers with information on the students that are homeless or having home situation issues to ensure the information is up to date. We can provide the parents with resources to ensure that they have the proper resources for employment, bill assistance, and food resources.
○ <b>Migrant</b>	We provide information about the school in multiple languages to meet the stakeholders' needs (Spanish and Haitian-Creole) We provide workshop with individuals in their native language to ensure that the language barrier is not an issue.
○ <b>Preschool</b>	We provide support for my Preschool teachers with classroom observations, materials, and support. We provide parents with invitations by e-mail, flyers, REMIND app, School Messenger, school website, school Facebook page, and PTA Facebook page. We provide informational meetings for the parents and invite them to attend all of the school programs with information. We provide the students with curriculum that is based on Kindergarten readiness and ensuring students have all of the letters, numbers, and reading comprehension.
○ <b>ESOL</b>	We do not have an ESOL paraprofessional at our school. All of our correspondence is provided in multiple languages to accommodate their needs. We work with the ESOL department to make sure that we provide the parents with information and strategies for learning and other information.
○ <b>SAC School Advisory</b>	Members are voted on by the stakeholders at the student orientation. Vacant seats are voted upon annually. All parents are permitted to attend the meetings. The parents must submit a written request to speak on the agenda. School calendar, weekly newsletter, and website post the SAC meetings for the school. Parents must request permission in order to speak at the SAC meetings. We offer updates and provide the parents with information to enhance student learning in reading, mathematics, science and STEAM.
○ <b>PTO/PTA</b>	Members and non-members are allowed to participate with the organization. Everyone is provided the opportunity to give input on item agendas and discuss PTA business. Officers are voted on at the PTA final meeting of each year. All parents have the opportunity to attend the meetings held by the PTA organization. The meetings are advertised in the school newsletter, school website, and Facebook pages (PTA & JSA web page.) We provide meeting information via weekly newsletter, JSA Facebook, PTA Facebook page, REMIND app, School Messenger, and List Serve e-mail. All attendees are allowed to speak at PTA meetings. Stakeholders are not required to be paying members to provide input at the meetings. We offer information to assist in student learning and discuss providing workshops for parents and stakeholders to increase the quality of the education.
○ <b>Community Agencies</b>	We utilize our community partners to help with events. City of Winter Haven, Family Worship Center, Boys and Girls Club, Ro's Tao Kwon Do, Spirit Gymnastics, PEP Learning community center. We utilize our community partners to come in and speak with students for various events. We utilize our community partners to serve on our SAC Committee with our chairperson coming from our community. We solicit and ensure that over 50% of our SAC committee is derived from the community. We also utilize community partners for GATI, Great American Teach In that showcases various careers in our community for the students. All of the community agencies receive calendars of school events and are provided information via the school website, Facebook pages (School & PTA). We work with our community partners to provide tutoring at the PEP Center and solicit assistance in the form of mentors.

○ <b>Booster Clubs</b>	n/a
○ <b>Business Partners</b>	<p>We have business partners that support our academic, fine arts, STEAM, Gardens, fundraisers, and volunteer at the school to enhance the student education at the school site</p> <p>We have multiple parents that are business partners that strongly support our PBIS system with rewards and other incentives for attendance and academic prowess. Our business partners also provide services for various holidays that showcase the strong ties to the community.</p> <p>Yes we do surveys at the beginning of the year to gauge our parent’s expertise and how they can enhance the students’ experience at the school.</p> <p>Yes, we utilize members of our Administrative team and utilize our business partners to mentor the youth at the school in Reading and Behavior.</p>

## 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><b>What opportunities do parents have to participate in their child (rens) education?</b>  <b>Volunteer?</b> Section 1116 (d) (c)  <b>Mentor?</b></p>	<p>We provide parents opportunities to volunteer through the school newsletter, instructors solicit help from the stake holders. We encourage parents in person and through orientation to volunteer to support their student’s education.</p> <p>We provide parents with at home tasks that will increase the student’s ability to participate in education, we also solicit parents to serve as volunteers on field trips, student celebrations, assemblies, and during field day to support the school. Our parents also have the opportunity to serve as mentors if they are approved volunteers.</p>
<p><b>What forms of communication do you provide parents, in an understandable and uniform format related to;</b></p> <ul style="list-style-type: none"> <li>• <b>school and parent programs</b></li> <li>• <b>meetings</b></li> <li>• <b>school reports</b></li> <li>• <b>and other activities</b></li> </ul>	<p>We provide the parents with newsletters, school wide e-mails, updates on social media, and flyers to communicate the school offerings and programs at JSA Magnet. All meetings are provided in the school calendar for parents with monthly activities and opportunities. We provide parents with Data Day information to cover the areas of learning for the school and provide them the opportunity to ask questions. We also have coffee with the principal to cover information that is relevant to the school in various areas of curriculum, discipline, student hands on learning, STEAM, and education initiatives for parents.</p>

<p><b>What barriers hinder participation by parents in parental involvement activities?</b>  <b>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)</b></p>	<p>Transportation is the primary barrier that we face in having parents participate in after school activities. Language barriers sometimes serves as an issue when parents need to speak to someone in their native language. We will provide specific times where we have bilingual individuals available to speak to parents during school hours. We will also provide parents that speak multiple languages at all of our evening events here at JSA Magnet. We will provide the correspondence in multiple languages for our parents with literature and verbal messages. We will seek to provide hard copy items for parents that have limited access to the internet as well as technology.</p>
<p><b>How does your school provide information to parent's in their native language?</b>  <b>What languages do you provide? <i>Section 1116 (e) (5)</i></b>  <b>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</b></p>	<p>We have the items printed in all of the languages spoken at the school using the home language survey data. We have staff members or parent volunteers serve as interpreters at the school site. We provide English, Spanish, and Haitian Creole for our literature.</p>
<p><b>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</b></p> <ul style="list-style-type: none"> <li>• <b>Title I Parent/Family Resource Centers</b></li> <li>• <b>Books Bridge Buses</b></li> <li>• <b>Parent University</b></li> <li>• <b>Other</b></li> </ul>	<p>The school will provide the parents with information concerning the location of the Parent University that is in the region. We will provide the stakeholders with access Books Bridge Bus. We also provide information to support parents at the Title I Parent/Family Resource Center.</p>