



2018-2019 Title I Parent and Family Engagement Plan

Kathleen Senior High School



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

Kathleen High School is committed to cultivating a legacy of lifelong learners by providing the knowledge and skills needed to be successful, productive citizens. Our students, staff, parents, and community will work together as a family to install a sense of P.R.I.D.E. in who we are, where we are, and what we are to become.

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: Johnnie Jackson Date: August 23, 2018

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>	
<p><i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i></p>	<p>All parents and families are invited to meetings throughout the year that will allow them to give their input on this plan and help us with the revisions. We encourage parents and families to be a part of these reviews through various workshops and meetings.</p>
<p><i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i></p>	<p>We review the data, combined with student data collected from classrooms, testing, and progress monitoring, to decide what resources and strategies we need to design strategies for more effective engagement.</p>
<p><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></p>	<p>Parents and families are invited to meetings held specifically to discuss our Title I programs. The parents and families are given surveys and encouraged to indicate any trainings or workshops they would like to see at our school to increase parent and family engagement. We use the information collected to plan for staff and parent trainings and workshops.</p>
<p><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></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><i>How will this plan assist in providing high quality instruction for all learners?</i></p>	<p>This plan will assist in providing high quality instruction by allowing us to provide all families/parents with information and materials that could be useful in supporting their child’s learning at home. We will offer workshops and trainings geared towards the standards, literacy, ACT preparation and test taking tips to support the high quality instruction that their child receives at our school.</p>

<i>How will the school share comments received from parents/families?</i>	We will take the comments into account when updating the plan. Suggestions are kept on file as evidence of parents providing input. 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 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.

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><i>Date and time you will hold your meeting?</i></p>	<p>September 25, 2018 @6:00 p.m. in the media center.</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 and families will be informed of this meeting via a flyer sent home with each student, our school website, email, and the marquee in front of our 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; 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.</i> 	<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>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><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>The information provided at this meeting will be available in English, Spanish, and Haitian Creole. A translator will also be available during the meeting. Transportation will not be provided, however, if we know of a family in need of transportation in order to get to the meeting we will work to find a solution. Families are encouraged to bring their children, so childcare will not be needed. A light meal will be served at the end of the presentation.</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>Parents will be asked to fill out a survey after the general meeting or while in the individual teachers classrooms. The survey will also be available on our website for parents that could not attend the meeting but have input.</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>The Title I power point will be posted on our website, along with the survey, for families that could not attend. We will also send home any information provided via backpack if requested by the family.</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><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>Family engagement meetings and trainings/workshops are provided at different times during the day. Some workshops are offered early in the morning to accommodate families that have issues with evening meetings. Families are provided with a calendar of events at the beginning of the school year. When applicable, we provide the information, videos, etc. from the trainings on our school's website.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></p>	<p>When necessary, our school provides limited childcare and/or children's activities to enable families to attend meetings/trainings. Our teachers will also have conferences at convenient times for the families. Transportation can be provided as needed. We address barriers as they are presented and will work to find a solution that will enable all families to be engaged/active in our school.</p>

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)**

<p><i>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?</i></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><i>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?</i></p>	<p>We send home letters after 4 weeks notifying parents of the professional qualifications of teachers that have not met the certification requirements.</p>
<p><i>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?</i></p>	<p>We notify them with handouts at our Title I parent night, community events, newsletters, website, and flyers.</p>
<p><i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i></p>	<p>As the school receives the individual reports they are distributed to the students via first period teacher.</p>
<p><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></p>	<p>N/A to secondary schools.</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 for parents about standards and curriculum and how to help students at home	Information/guide to finding and using the Florida Standards and curriculum	September 25, 2018		x		x
State Tests & Achievement Levels	Provide information to parents about the state assessments their child will be taking	Information on test taking strategies Sample test questions Directions to websites for practice	September 25, 2018 November 2018 (tentative)		x		x
Transition (Kdg, MS, HS)	These workshops provide information for students and parents to make transitioning to high school or college easier.	Information about the high school Brochures for college Transition brochures	Incoming Freshman - March 2019 (tentative) College Readiness – April 2019 (tentative)		x		x
Literacy 1116 (e)	Provide information for parents to encourage reading at home	Informational packets on engaging students in reading and writing at home	Semester workshops – November 2018 & March 2019 (tentative)		x		x
Technology, Parent Portal	Educate parents about parent portal and how to use the features	Handouts on how to access parent portal and its features.	September 25, 2018		x		x
College and Career	Inform parents and students on what they need to do to be ready for college or career.	Student reports Information/guides on how to be college and career ready	November 2018 (tentative)		x		x
Graduation Requirements/Scholarships	Inform parents on the graduation requirements and provide information	Informational packets Brochures from colleges on financial aid, etc.	Grade level meetings Aug 21, 2018 Financial Aid Night-Spring 2019		x		x

<p>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?</p>	<p>We assess the needs of parents through: SAC meetings, school parent surveys, district parent surveys, evaluations of workshops, and parent conferences/meetings.</p>
<p>How do you evaluate effectiveness?</p>	<p>We evaluate through student achievement data and survey results/data collection.</p>
<p>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.</p>	<p>We provide tips on our website, parent workshops, information packets/reading materials. We also provide information in other languages.</p>
<p>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</p>	<p>We hold events within the community. We have Business partners that sponsor KHS to provide opportunities for students.</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)**

Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...				
<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> 				
<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>
Poverty Simulation Workshop - HEARTH	Staff gets insight into what parents and students in poverty deal with daily	HEARTH representative will lead the workshop	All teachers and support staff	Staff Development day (tentative)
Growth Mindset	Shows staff how to deal with students/families they have a fixed mindset and how to transform it into a growth mindset.	Instructional coach will lead a PD workshop.	All teachers	Planning period meetings. (tentative)

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	We work with the HEARTH program
○ Migrant	We have a migrant representative that works with us. She provides the students with accommodations to enable their success. She makes home visits occasionally and workshops are often held in their native languages
○ Preschool	N/A
○ ESOL	We have an ESOL teacher and para. These teachers do provide information in the students' native languages and we also work with the ESOL department for resources and strategies to help these students
○ SAC School Advisory	Our principal selects willing members to be on our SAC committee. All parents are invited to attend these meetings and invitations are sent home, as well as posted on our website. Parents are welcome to share their input, concerns, and questions at any SAC meeting.
○ PTO/PTA	N/A
○ Community Agencies	There are many community sponsored events that happen at the high school and vice versa.
○ Booster Clubs	We have a parent run booster club for football.
○ Business Partners	We have several business partners with our Distrotek program. The partnership strives to have skilled students become employees after graduation.

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)</p>	<p>We encourage parents to be part of their child’s education by providing them with opportunities to come in to school and be a mentor or a volunteer. We also provide workshops and information on being involved at home. We send this information home to parents and post things on our websites and bulletin boards in the main office.</p>
<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 	<p>The PFEP and Compact School messenger Flyers, notifications/invitations Calendars Website School marquee Progress reports Report cards/interim reports SAC meetings Parent workshops.</p>
<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>	<p>Work schedules – we try to offer the same workshops more than one time and at different times during the day/evening. Transportation – if asked, we would try to accommodate Limited English – we provide information in other languages and a translator is provided at our events Meals-If event is at dinnertime we provide a meal for the families that attend.</p>
<p>How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)</p>	<p>Translation is provided at all events via native speaker or a staff member. Most communication is provided in English and Spanish.</p>
<p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain</p>	<p>Yes, when available. We also provide information in multiple languages.</p>
<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 • Other 	<p>Include information on our website for all including the Books Bridge Buses. Parent/Family Informational notebook (in our main office). We also send home flyers with students as well as email newsletters to parents.</p>