



Parent and Family Engagement Plan 2022-2023

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:

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.
- ☐ Provide staff development to educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☐ Coordinate with other federal and state programs, including preschool programs.
- ☐ Provide information in a format and language parents can understand and offer information in other languages as feasible.
- ☐ Include the School and District Parent and Family Engagement Plans in the Parent Engagement Notebook in the front office.

Principal: _____

Date: _____

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EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. Involve parents and families 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? Select all that apply.				What evidence do you have to document parent/family participation? Select all that apply.			
School Improvement Plan (SIP)		<input type="checkbox"/>	Marquee	<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Invite	<input type="checkbox"/>	Screenshots
		<input type="checkbox"/>	Website	<input type="checkbox"/>	Remind/Dojo	<input type="checkbox"/>	Agenda	<input type="checkbox"/>	Sign-in sheets
		<input type="checkbox"/>	Flyer	<input type="checkbox"/>	Newsletter	<input type="checkbox"/>	Minutes	<input type="checkbox"/>	Survey results
		<input type="checkbox"/>	Other:				<input type="checkbox"/>	Other:	
Parent and Family Engagement Plan (PFEP)		<input type="checkbox"/>	Marquee	<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Invite	<input type="checkbox"/>	Screenshots
		<input type="checkbox"/>	Website	<input type="checkbox"/>	Remind/Dojo	<input type="checkbox"/>	Agenda	<input type="checkbox"/>	Sign-in sheets
		<input type="checkbox"/>	Flyer	<input type="checkbox"/>	Newsletter	<input type="checkbox"/>	Minutes	<input type="checkbox"/>	Survey results
		<input type="checkbox"/>	Other:				<input type="checkbox"/>	Other:	
School-Home Compact		<input type="checkbox"/>	Marquee	<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Invite	<input type="checkbox"/>	Screenshots
		<input type="checkbox"/>	Website	<input type="checkbox"/>	Remind/Dojo	<input type="checkbox"/>	Agenda	<input type="checkbox"/>	Sign-in sheets
		<input type="checkbox"/>	Flyer	<input type="checkbox"/>	Newsletter	<input type="checkbox"/>	Minutes	<input type="checkbox"/>	Survey results
		<input type="checkbox"/>	Other:				<input type="checkbox"/>	Other:	
Title I Budget		<input type="checkbox"/>	Marquee	<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Invite	<input type="checkbox"/>	Screenshots
		<input type="checkbox"/>	Website	<input type="checkbox"/>	Remind/Dojo	<input type="checkbox"/>	Agenda	<input type="checkbox"/>	Sign-in sheets
		<input type="checkbox"/>	Flyer	<input type="checkbox"/>	Newsletter	<input type="checkbox"/>	Minutes	<input type="checkbox"/>	Survey results
		<input type="checkbox"/>	Other:				<input type="checkbox"/>	Other:	
Parent & Family Engagement Allocation		<input type="checkbox"/>	Marquee	<input type="checkbox"/>	Social Media	<input type="checkbox"/>	Invite	<input type="checkbox"/>	Screenshots
		<input type="checkbox"/>	Website	<input type="checkbox"/>	Remind/Dojo	<input type="checkbox"/>	Agenda	<input type="checkbox"/>	Sign-in sheets
		<input type="checkbox"/>	Flyer	<input type="checkbox"/>	Newsletter	<input type="checkbox"/>	Minutes	<input type="checkbox"/>	Survey results
		<input type="checkbox"/>	Other:				<input type="checkbox"/>	Other:	

** Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

**Elementary schools are required to hold at least one conference in which the compact is discussed with parents. A conference agenda and evidence of discussion should be submitted to 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 and families to be involved.

Tentative date(s)	Tentative time(s)	Method(s) of notification		
		Flyer	Social Media	Marquee
		Student Agenda	Website	Remind/Dojo
		Other:		
What information is provided?	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 specific school addresses these topics.			
How are parents and families informed of their rights?	Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter in a parent and family engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.			
What are the barriers that prevent families from attending and how do you overcome these?	Transportation:			
	Mealtime:			
	Childcare:			
	Translation:			
How will you get feedback from parents and families?	Online Survey		Paper-based Evaluation	
	Other:			
How do families who are not able to attend receive the information?	Send home with student		Available online	
	Available in front office		Meet at a later date/time	
	Other:			

3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents and families in more fully participating in the education of their children and/or to help support learning at home.

Title IX-Homeless	
Migrant	



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Preschool Programs	
Title III-ESOL	
SAC	
PTO/PTA	
Community Agencies and Business Partners	

4. Utilize strategies to ensure meaningful communication and accessibility.

What methods will be used to ensure meaningful, ongoing communication between home and school?		Social Media		Website		Remind/Dojo
		Conferences		Newsletter		Student Agenda
		Other:				
How are families notified in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher who is out of field?	Students receive a letter if they have 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.					
How are parents and families provided information regarding the curriculum, achievement levels, progress monitoring and assessments?		Annual Meeting			Conferences	
		Report Card			Interim Report	
		Building Capacity Events			Newsletters	
		Other:				
Describe how your school provides information in families’ native languages.		Translators for events			Translated documents	
		Other:				
What languages do you provide?		English		Spanish		Haitian Creole
		Other:				
How are the needs of families with disabilities accommodated to ensure they have access to meetings and/or events?		Online Platforms			Large Print Materials	
		ADA Compliance			Staff Assistance	
		Other:				
Describe the opportunities families have to participate in their child’s education.		Volunteer		Conference		Family Events
		PTO/PTA/SAC		Other:		

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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 and family engagement in increasing student achievement. Explain your plan for this school year.

Building Capacity of School Staff					
Title & Topic (REQUIRED)			Tentative Date(s)		Audience
					Instructional Staff
					All Staff
Format for Implementation		Book Study		PLC	Other:
How does this help staff to work with and engage families more effectively?					
Building Capacity of School Staff					
Title & Topic (OPTIONAL)			Tentative Date(s)		Audience
					Instructional Staff
					All Staff
Format for Implementation		Book Study		PLC	Other:
How does this help staff to work with and engage families more effectively?					

6. Provide assistance, training, workshops, events, and/or meetings for parents and families to help them understand the education system, curriculum, standards, state assessments and achievement levels at flexible dates/times (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

Building Capacity of Parents and Families			
How will events be evaluated?		Online Survey	Paper-based Evaluation
		Other:	
What are the barriers and how do you overcome these?		Transportation:	
		Mealtime:	
		Childcare:	
		Translation:	
Describe how flexible dates and times are offered.			
How do families who are unable to attend receive the event information?		Send home with student	Available online
		Available in office	Meet at later date/time
		Other:	



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Building Capacity of Parents and Families - Minimum Requirement of 2 Events				
<u>Title & Topic(s)</u>	<u>Tentative Date(s) & Time(s)</u>	<u>Barriers Addressed</u> Select all that apply		<u>What will you be modeling? What will the families be practicing to better support learning at home?</u>
		<input type="checkbox"/>	Transportation	
		<input type="checkbox"/>	Refreshments	
		<input type="checkbox"/>	Childcare	
		<input type="checkbox"/>	Translation	
		<input type="checkbox"/>	Transportation	
		<input type="checkbox"/>	Refreshments	
		<input type="checkbox"/>	Childcare	
		<input type="checkbox"/>	Translation	
		<input type="checkbox"/>	Transportation	
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		<input type="checkbox"/>	Refreshments	
		<input type="checkbox"/>	Childcare	
		<input type="checkbox"/>	Translation	
		<input type="checkbox"/>	Transportation	
		<input type="checkbox"/>	Refreshments	
		<input type="checkbox"/>	Childcare	
		<input type="checkbox"/>	Translation	

**Documentation of these events should be uploaded to Title I Crate for Building Capacity Activities and also included on the Evaluation of Parent Engagement Activities to Build Capacity.*