



Title I – PFEP

Title I Crate Documentation

School: Kathleen Middle School

Please be sure to follow the guidelines below.
All components must be included in order for the assignment to be accepted.

Attach the following documentation:

(Check off the following items as they are completed.)

2018-2019 School Parent and Family Engagement Plan

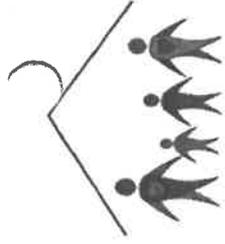
- Were parents given the opportunity to provide input on the PFEP? Yes No
 - How? Parent Meeting Survey Mark up existing Other: _____
 - Date Aug 8-9, 2018
- How were parents notified the District PFEP and School PFEP are available? (check all that apply)
 - Annual Parent Meeting School Marquee Newsletter
 - Flyer Call Out/Text System Other: _____
- Where can parents access a copy of the District and School PFEP?
 - School Website PEN Other: _____
- Did your principal sign the PFEP? Yes No

Once you have completed the information above, scan and upload this coversheet with the required documentation.



2018-2019 Title I Parent and Family Engagement Plan

Kathleen Middle School



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

The staff, students, parents/guardians, and community partners of Kathleen Middle School are committed to creating a safe and positive environment where students are successful through academic achievement and positive citizenship.

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 *Gregory*

Date: 8/15/18

Involvement of Parents

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).

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.

Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?

How do you use the information from reviewing the plan to design strategies for more effective engagement?

All parent/families are invited to participate in developing and revising this plan. This plan is reviewed/revised twice a year using parent input.

This plan is reviewed twice throughout the school year to check progress and makes 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.

Parents will have the opportunity to express needs/concerns during our quarterly SAC meetings as well as through the annual Parent Survey.

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?

What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)

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.

How will this plan assist in providing high quality instruction for all learners?

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. 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.

How will the school share comments received from parents/families?

How will this plan be made available to the community?

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 (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)**

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.

Date and time you will hold your meeting?

Notification and Invitation:

- How will you inform and invite parents/families in a timely way about the Annual Meeting.

Parents will be informed via the school newsletter, mass email, and sign in front of school.

Information:

Please describe how your meeting will cover information about:

- 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.

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.

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.

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.

The meeting will be offered once during the evening and once in the morning.
August 8, 2018 – 5:00-7:00 PM
August 9, 2018 – 9:00-11:00 AM

Evaluations:

- How will you get feedback from parents about the meeting?

Parents will be able to complete an evaluation form to provide feedback on the meeting.

Parents who do not attend?

- How will you get the information home to parents who do not attend the meeting?

The information will be available on the school website.

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)(B)**

Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?

Parents will have the opportunity to attend a meeting at 5:30 PM on August 29, 2017 or at 9:15 AM on August 30, 2017.

Describe what childcare, home visits and/or transportation services are provided by your school.

N/A

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| <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> | <ul style="list-style-type: none"> • Newsletters with tips • Curriculum guides • Strategies for parents to use at home • Books/reading materials • Information in other languages |
| <p>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</p> | <ul style="list-style-type: none"> • Nick and Moes's - donations for incentives • Mount Tabor Church – provides needed school supplies twice a year |

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 ...

- o how to reach out to, communicate with, and work with parents/families as equal partners,
- o the value and utility of contributions of parents/families
- o how to implement and coordinate parent/family programs

how to build ties between parents/families and the school

Please describe below how you do this.

| Topic - Title | Purpose? | Implementation format: Presenter? | Who is the audience? | Tentative Date/Time |
|------------------------------------|---|---|-------------------------|---|
| Achieving Rigor Box Set By Marzano | How does this help staff build school/parent relationships? Staff members will be able to create standards based lessons that they can convey to parents during conference nights so that parents are able to help their students at home. | Weekly PLC presented by Academic Coaches | All instructional staff | Fridays during PLCs throughout the year |
| Effective Parent Conferencing | Staff will be able to communicate more effectively during conferences with parents. | PLC presented by Academic Coaches and Admin | All instructional staff | October 2017 |
| Communication | | | | |

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| <p>their child? Section 1116(c)(4)(C): <i>How do you . . .ify 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> <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> <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> <i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</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. 4 week letters will be sent home with each student that has a teacher not highly qualified</p> <p>All parents will be invited to attend the Annual Title 1 Parent Meeting at which time Title 1 information will be discussed. Information will be placed on the KMS website. Bi-Monthly newsletters will contain up-to-date information/events which will be sent home with students and also emailed out electronically. Parents are able to pick up their student(s) individualized reports regarding scores on the state assessment in the front office.</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> |
| <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>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:

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| <input type="radio"/> Homeless | We work with the HEARTH program and Ms. Quade keeps teachers abreast of students that are homeless. |
| <input type="radio"/> Migrant | Parents are provided information in their native language. |
| <input type="radio"/> Preschool | N/A |
| <input type="radio"/> ESOL | We have an ESOL para. Parents are provided information in their native language. |
| <input type="radio"/> SAC School Advisory | Members are voted in. Parents are invited to attend the meetings and meetings are advertised through emails and the sign out front of the school |
| <input type="radio"/> PTSA | Any parent can join PTSA. All parents are invited to attend the meetings and are allowed to speak even if they aren't members. |
| <input type="radio"/> Community Agencies | Big Brother Big Sister and Girl Scouts work with our students on a weekly basis. |
| <input type="radio"/> Booster Clubs | N/A |
| <input type="radio"/> Business Partners | Nick and Moe's provides incentives for our students to perform/ behave well. Mount Tabor provides school supplies to teachers twice a year. |

The school provides information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitator, and translators.

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| <p>What opportunities do parents have to participate in their child (rens) education? Volunteer? Mentor? Section 1116 (d) (c)</p> | <p>Parents were provided information regarding how to become a volunteer as well as a mentor during the Annual Title 1 Meeting. Parents are also able to obtain that information in our front 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>Parents receive communication through school messenger, compact, invitations, fliers, KMS website, school sign, newsletters, SAC meetings, progress reports, report cards, and monthly parent nights.</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>Some barriers are work schedules, lack of home internet service, and language. We will provide flexible time for meetings, food, a translator, and have the parent portable open for those parents that do not have internet.</p> |
| <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> | <p>Translators are on campus for every parent night so assist as needed. All communication is provided in Spanish and English.</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 • Parent University • Other | <p>Information will be provided on our website as well as in our PIN Notebook in the front office. Newsletters will be sent home with students and electronically bi-monthly.</p> |