

2018-2019 Title I Parent and Family Engagement Plan

Haines City High School

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

Haines City High School provides a high-quality education by forging strong communal relationships, achieving academic proficiency, and reinforcing positive behavior. Through these provisions, Haines City High School creates Hornet Nation, which is a sense of pride; a feeling of comfort and confidence; a common ground; and a connection felt between students, faculty, parents, and community members.

To accomplish this, parents, students, and faculty must be equally committed in planning, attending, participating in, and providing feedback for engagement in the student-centric academic process.

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:  Date: 9/20/18

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?	Parents can access this plan in the front office in the Parent/Family Engagement Informational Notebook (PIN), and they will be invited to review and improve the plan during two meetings in the spring.
How do you use the information from reviewing the plan to design strategies for more effective engagement?	Information from reviewing the plan drives the workshops that are developed and implemented the following school year.
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?	Parents and Families are invited to the two meetings in the spring (the same meetings from the previous line) to provide feedback for this aspect of the Parent and Family Engagement Plan (PFEP)
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?	By providing teachers with training on effective communication between families and providing parents and families with the information of what is required of their student(s), all involved parties can help students stay focused on the goals that are necessary for graduation and a successful future beyond graduation.
How will the school share comments received from parents/families?	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 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/Family Informational Notebook (PIN) 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)**

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 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?	9-20-18 5 pm and 6 pm
Notification and Invitation: ○ How will you inform and invite parents/families in a timely way about the Annual Meeting.	Parents will be notified on the school website, the front marquee, flyers.
Information: Please describe how your meeting will cover information about: <ul style="list-style-type: none"> 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.
Barriers: ○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation	Translators will be provided, and the date/times of the meetings will correspond with a home sporting event, as to not require families to make additional trips to campus.
Evaluations: ○ How will you get feedback from parents about the meeting?	Parents will complete a short evaluation providing feedback and suggestions for future meetings.
Parents who do not attend: ○ How will you get the information home to parents who do not attend the meeting?	The information will be made available on the school's 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) (8)**

Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?	We offer our events on different dates and different times to best accommodate as many parents and families as possible. For in-put meetings, for example, may be offered in the morning during the school day, and one on another day after school.
Describe what childcare, home visits and/or transportation services are provided by your school.	Haines City High School provides translation services during meetings and workshops in both Spanish and Haitian Creole.

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.
- 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.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards	Parents and students will receive information to help parents understand expectations of rigorous curriculum and online resources that provides more information about Florida Standards	Information on where to locate Florida Standards by Grade level. (Handouts)	February 5 th , 2019 – 5:30pm- 7:30pm		x		x
State Tests & Achievement Levels	Parents and students will receive information about the spring testing schedule, the tests that each course requires, and the required passing scores (for the FSA and Alg I EOC)	Parents will be given test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents. (Handouts)	February 5 th , 2019 – 5:30pm- 7:30pm		x		x
Transition (Kdg, MS, HS)							
Literacy 1116 (e)							
Technology, Parent Portal							
College and Career	Students and parents will receive information necessary to the college and career planning process, and guidance counselors will also provide information/help with completing the FAFSA for post-secondary financial aid.	Parent Materials (Handouts) Computers	November 8 th , 2018 – 5:00pm-7:00pm		x		x
Graduation Requirements/Scholarships	Parents and students will receive information to help them understand all the graduation requirements based on what year the student enter 9 th grade and to know each grade level expectations.	Parents will receive information on post-secondary planning. (Handouts)	November 8 th , 2018 – 5:00pm-7:00pm		x		x
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, PTO/PTA, Parent Advisory meetings • Parent surveys, District parent survey • Evaluations at previous workshops • Parent meetings to review compact/old PIP/PFEP 					
How do you evaluate effectiveness?		<ul style="list-style-type: none"> • Surveys are completed at the end of each workshop by those who attend. (survey results, comments on surveys) • Student achievement data 					
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.		Materials are sent home with students on an as-needed-basis and are posted on the school's website through the media center webpage. When trainings are necessary, they are scheduled for after school for the parent/family's convenience.					
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?		Community members make up a mentoring program for our MTSS Tier 2 and 3 students through Mindful Schools and PBIS. Local businesses are also involved on campus through providing materials and guest speakers for lessons as well as donating items/proceeds for school fundraisers and activities.					

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 made available to parents upon request in the front office and in the school website
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?	This information is part of each teacher's syllabus that is distributed at Open House and the first day of school. A parent can also ask the teacher for a copy of this information at any time.
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	Reports are printed and distributed at the beginning of each school year that reflect the previous spring's test scores. Retake score reports are given to students as they become available, as well as guidance counselors having one-on-one conferences with re-takers when scores come in.
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?	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.

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> 				
Please describe below how you do this.				
<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>
Parent/Teacher Conferences	Help improve communication and productivity with parents during a parent/teacher conference	PLC training/presentation	School faculty	January 2019

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	The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
○ Migrant	Migrant students enrolled in Haines City High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. School Counselors and Support Staff will monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant parents.
○ Preschool	HCBS do not have a Preschool program but the all the parents of our Childcare program receive invitations to all school programs/events.
○ ESOL	Our school has an ESOL teacher and paraprofessionals who work with ESOL students. We also have after school tutoring 4 days a week. We provide professional learning opportunities to parents. Whenever possible, we provide materials to parents in their native language.
○ SAC School Advisory	The School Advisory Council meets once a month to discuss issues, make decisions and hear about the state of the school. Members are selected by the administration, faculty, parents and community members. Members are notified about the meetings by email. All parents and members are encouraged to speak during the meetings. The SAC reviews the School Improvement Plan and Title 1 expenditures. The curriculum and testing programs for the school are discussed. The SAC approves the use of Parent Involvement monies. Tutoring opportunities and parent workshops are announced at the meetings.
○ PTO/PTA	We do not have a PTO/PTA but we do have a SAC Committee that is made up of Parents, Students, Staff and Community Members and is open to any parent that wants to attend the meetings. There are open invitations posted on our website for all students and their families as well as flyers are placed in prominent areas such as Main Office, Media Center, etc. All parents and community members have an equal voice in the meetings. Open discussions are encouraged.
○ Community Agencies	Haines City High School works with community agencies to help our students. We have members from the community that serve on our SAC and booster organizations. Many of our local community agencies and businesses provide financial assistance to our boosters, clubs and organizations.
○ Booster Clubs	One of our main avenues to build relationships is through our Booster Programs. We have boosters for athletics and band/chorus. These groups meet regularly to fellowship and plan programs to help our students.
○ Business Partners	Haines City High School works with area businesses to provide information on trends in education. We provide programs to businesses and organizations, as requested.

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>	<p>Parents and family members are invited join the School Advisory Committee and to be active participants in the development of the Parental/Family Involvement Plan and School Compact. Volunteers are always welcome on campus. Parents can give input or suggestion thru activities evaluations, they can also contact the Title I Office at 863-421-3281 (ext. 237) or via email at igdelia.rivera@polk-fl.net. Parents with no access to a computer at home can come to the main office to use the computers available in the HCHS Parent and Family Resource Center.</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 	<ul style="list-style-type: none"> • The Parent and Family Engagement Plan and the Compact • Flyers, notifications/invitations • School and District Website • School marquee • Parent Workshops / Parent Nights • SAC meetings • Progress reports • Parent portal • 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>	<p>Haines City High School will provide full opportunities for participation in parent involvement activities for all parents (including parents of children with limited English proficiency, disabilities, and migrant children).</p> <ul style="list-style-type: none"> • Economically disadvantages – Parents can bring children to meetings. • Disable - Accommodations for students and parents with disabilities will be made upon request. • Limited English - HCHS has on staff several bilingual teachers, paraprofessionals, and secretaries and we provide translators and have materials translated, when possible. With notification, we can provide a sign language translator. • Limited literacy – We discuss all the materials, so parents do not have to read the materials.
<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>Spanish and Haitian Creole translators are provided at parent event/workshops and documents are translated into Spanish and Haitian Creole.</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 regarding additional resources will be distributed as it is provided to the school. A link to the District Parent and Families Involvement website is in the HCHS website under the Title I tab.</p>