

2024-25

Parent and Family Engagement Plan

School Name: Whispering Winds Charter School

LEA: Levy County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Assurances

The above named school agrees to the following assurances:

Involve parents of children in Title I, Part A in decisions about how Title I Part A funds are spent;	Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the schools' parent and family engagement plan; (use the findings of the review to make improvements in parent/family engagement and the plan itself, if needed)
Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;	Provide each family with timely notice information regarding their to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
Jointly develop/revise plan with parents and make available to the local community;	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(s) who is out of field;
Involve parents and families in planning, reviewing, and improving schoolwide program plan;	Provide each family with an individualized student report about the performance of their child(ren) on the State assessments (ESEA Section 1116)

Mission Statement

We provide a public school option for for parents of Pre-K - 5th grade students in Levy, Gilchrist and Dixie Counties. Our Mission is for all students to achieve academic success by providing an orderly, trusting, safe and caring environment supporting accommodated learning styles and responsibility-based self-discipline.

Involvement of Families

List and describe how the school will involve stakeholders (families, community members, school staff) in an organized, ongoing, and timely manner, in the planning, implementation, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used and the creation of School Improvement Plans (SIP) and Comprehensive Needs Assessments (CNA).

Whispering Winds Charter School will ensure the organized, ongoing, and timely manner of involving parents through the following methods:

- Meet the Teacher, Open House, Title 1 Annual Meeting
- Parent-Teacher Conferences via phone and in-person, SAC Meetings, PTO Meetings
- Literacy or Math Engagement Nights
- Science Fair

Whispering Winds Charter School parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used. They do this by:

Attending

- Title 1 Meetings
- SAC Meetings
- PTO Meetings

Reviewing

- Budget
- Compact
- SAC Meeting Dates
- SIP (School Improvement Plan)

Coordination and Integration with Other Federal Programs

How will the school coordinate and integrate parent and family engagement programs and activities?

How will the school coordinate and integrate parent and family activities that teach families how to help their child(ren) at home?

Whispering Winds Charter School will coordinate and integrate parent and family engagement programs and activities through various means. These programs include, but are not limited to, ESOL, Title 1, and ESE. Student/Families involved in the ESOL programs are invited to attend several meetings a year at our school. They also receive information on ESOL programs, activities and meetings available to them within the school district. Students/Families receive Title 1 information through flyers, pamphlets, and Title 1 required documents sent home via backpacks, social media and Remind. Families are invited to attend Title 1 events such as the Title 1 Annual Meeting and other parent events. These include parent conferences and curriculum nights for math, reading and science. Students and Families involved in ESE programs receive information regarding ESE, including invites to attend required meetings, through various means such as snail mail, student backpacks, in-person and phone calls. Teachers also offer contact information to parents for help with understanding homework assignments.

Program	Coordination
Title I, Part A	Administrators and the Title I Coordinator will coordinate to provide opportunities for parent involvement at home, school and in the community. Professional development will be provided to teachers on effective parental involvement practices.
Title II, Part A	Provide professional development to teachers and provide information to parents should a teacher be out of field.
Title III	Supports ESOL teachers to support English Language Learners (ELLs) in the classroom setting as needed. Teachers participate in ESOL professional development.
Title X	McKinney Vento Program provides support to our homeless students. Our homeless students receive support for housing, curriculum and tutoring.
IDEA (Part B Preschool and K-12)	Our Pre K Teachers, Pre K Coordinator and administrators work together to coordinate a parent orientation and student transition program for students entering the regular public school program. IDEA funds support for all students with disabilities (SWD) through the use of supplemental curriculum and manipulatives and provide professional development for school personnel that provide services to SWD.

Annual Title I Parent Meeting

Describe the specific steps the school will take to conduct the annual meeting in order to inform parents and families of participating children about the school's Title I Program and ensuring the following information explained to parents in an understandable language:

- ✓ A description and explanation of the curriculum in use at the school.
- ✓ The forms of academic assessment used to measure student progress.
- ✓ The proficiency levels students are expected to make.
- ✓ Explain the school parental engagement policy.
- ✓ Explain the right of parents to become involved in the school's programs and ways to do so.
- ✓ Explain that parents have the right to request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.

Whispering Winds Charter School will host an annual Title I Parent meeting to inform parents and families of children participating in Title I programs at the beginning of the school year.

Parents and families were notified of the meeting by:

- Social Media
- Backpacked Flyer
- Remind
- School Marquee
- School Website

A description of the school-wide Title I Program is shared with parents at our Title I Annual Meeting by

- Director-Kimberly Bartley
- Title I Parent Meeting Power Point

Below are the specific steps that Whispering Winds Charter School will take to conduct the Annual Title I Parent Meeting.

Activity/ Task	Person Responsible	Evidence
Invitation sent home to parents (English & Spanish)	Kimberly Bartley & Katie Gardner	Invitations uploaded to crate folder
Presentation materials developed	Kimberly Bartley & Katie Gardner	Presentation/ materials uploaded to crate folder

Presentation materials submitted to Title I coordinator for review	Kimberly Bartley & Katie Gardner	Presentation/ materials time stamped when uploaded to crate folder
Conduct Title I meeting	Kimberly Bartley	Rosters uploaded to crate folder

Flexible Parent Meetings

How will the school offer a flexible number of meetings, such as meeting in the morning or evening?

The Title 1 Parent Meeting is offered in the evening 6:00 – 6:30 pm and the following morning 9:00 – 9:30 am.

Building Capacity

Staff: A description of the professional development activities the school will provide to **educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff** in the value and utility of contribution of parents, and in how to reach out to, communicate with and work with parents as equal partners, and build ties between parents and the school.

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Sharing Data with Parents	Katie Gardner	1 st Semester – September, 2024	roster/content material uploaded to crate PFEP folder
Attendance Works	Kimberly Bartley – Admin./Director	1 st Semester - Fall 2024	Roster/agenda uploaded to crate PFEP folder/attendance data as an Early Warning Indicator

Parents: Describe materials and training provided to parents to help them work with their children, such as literacy training and using technology.

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Literacy or Math Night	Administrator/Teachers/Curriculum coach	1 st Semester - Fall 2024	roster/content material uploaded to PFEP crate folder
Family Learning Game Night	Administrator/Teachers/Curriculum coach	2 nd Semester – Spring 2024	roster/content material uploaded to PFEP crate folder

Other Activities: How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren).

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I Resource Lab	Kimberly Bartley	1 st Semester - Fall 2024	Flyer uploaded to PFEP crate folder
Parent/Family Information Stand and Communications	Kimberly Bartley	ongoing	Photos of Information stand and communications via Remind app uploaded to PFEP crate folder

Communication: How, if requested by parents, does the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

How will the school ensure that the PFEP, SIP, CNA and other documents are shared with community stakeholders?

A condensed PFEP flyer and School Compact are handed out at the beginning of the year during the initial parent conferences and via the Remind app. A parent resource packet is handed out at the beginning of the school year during our "Meet-and-Greet" or sent home in backpacks the first week of school. We conduct a Title I Parent Meeting at the beginning of each school year; which includes information on Title I requirements, grade level expectations, state assessments and B.E.S.T. (state) standards. We provide and update a parent information stand in the front office. Parents/families and community stakeholders are invited to SAC meetings where we review the PFEP, SIP and CNA, as well as other documents. As information changes or evolves we send updates via Remind and/or printed copies sent home in backpacks throughout the school year. We also provide information regarding events within the district, such as: District SAC meetings, ESE meetings for parents of children with disabilities, ESOL meetings for English Language Learners and other meetings that may benefit parents and students.

Students have a daily planner or folder provided to assist in parent communication. This may include homework, newsletters, dates of school and district events, a daily reading log and a section to communicate back with the teachers.

Whispering Winds also provides information on our school website (www.whisperingwindscharter.com), Facebook page, the school marquee, and Remind app.

The director will answer all calls or emails with 24 hours.

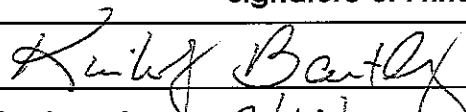
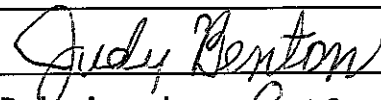
Accessibility: Describe how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand.

Whispering Winds provides a copy in English and Spanish via the above mentioned medias or communication routes. The director and/or staff are available to answer questions and assist parents with any confusion. Translation through an app or translator may also be requested, by staff or parents, for assistance. Whispering Winds will always attempt to provide information in parent friendly terms, including descriptions of acronyms.

Barriers: Describe identified barriers that hindered the participation by parents during the previous school year and the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disable, have limited English proficiency, and parents/families of migratory children).

Barriers (Including specific subgroup)	Step(s) to overcome barrier
ESOL – We, as a staff, would like to become more familiar with Hispanic cultures, languages and holidays, to lessen the cultural gap. We are working to become more familiar with best practices that better aid students within our ESOL program.	We are working to have a staff that is fully ESOL certified or endorsed to better serve our student and families with limited English proficiency. At this time, we have one staff member who is in the process of completing her ESOL certification and seven staff members who have already completed their ESOL certification or endorsement.
ESE – We, as a staff are working to become more familiar with specific strategies to help improve the achievement of our students with disabilities.	We are working to have additional members of our staff become ESE certified. At this time, we have four staff member with an ESE certification. One teacher has set a personal goal towards gaining her ESE certification in the 2024-2025 school year. We would like to have more classroom teachers with an ESE certification to better serve our students with disabilities. WWCS staff (teachers, aides, administrator and coach), also attend trainings specific to certain disabilities, as well as other generalized trainings to help in serving our students with disabilities.

Adoption: The Parent and Family Engagement Plan have been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SAC meeting minutes.

Signature of Principal	Signature of SAC Chair
	
Date signed: 9/18/24	Date signed: 9-18-24