



2020 - 2021

Parent and Family Engagement Plan

School Name: Whispering Winds

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:

<p>Involve parents of children in Title I, Part A in decisions about how Title I Part A funds are spent;</p>	<p>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;</p>
<p>Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;</p>	<p>Provide each family with timely notice information regarding their to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;</p>
<p>Jointly develop/revise plan with parents and make available to the local community;</p>	<p>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;</p>
<p>Involve parents and families in planning, reviewing, and improving schoolwide program plan;</p>	<p>Provide each family with an individualized student report about the performance of their child(ren) on the State assessments (ESEA Section 1116)</p>

Mission Statement

Whispering Winds Charter School is built on the philosophy that every child can and will learn given the right program and environment. We offer a rigorous, progressive learning environment in a homelike atmosphere. We seek to find and build on every child's strengths.

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). (ESSA Section 11116)

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

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

Parent information and opportunities to become involved are given to all parents throughout the school year. Whispering Winds offers the following activities to all parents: Meet Your Teacher Day, Open House, Science Fair, Info Night for Standardized Assessments, Title I Annual Meeting, All call home, Parent-Teacher Conferences, Literacy night, Volunteer Orientation, SAC Meetings, and PTO meetings. Information concerning time, dates and activities will be available in newsletters, school marquee, take home flyers, and the school's website. Members will be voted on during the first SAC meeting. Parents will be encouraged to join and have the opportunity to participate in the decision-making process. SAC is the decision-making entity of the school. Parents are given a survey seeking input on activities, training and materials they need to help their child. The SAC Committee will review and discuss strategies and activities for the SIP and for the PIP. The SAC Committee will also be responsible for creating the School Involvement Plan and conducting a SIP midyear review. Use of Parental Involvement Funds will be discussed at SAC meetings and at the Annual Title 1 Meeting. Documentation of parent participation will include agendas, and minutes of the meetings. It is the policy of Whispering Winds Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of the children's schools. Whispering Winds Charter School strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, Whispering Winds Charter School shall provide full opportunities for the participation of parents with limited English proficiency, parents with disability and parents of migratory children, including providing information and school reports to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

Families of children attending Whispering Winds Charter School are required to volunteer 20 hours per year to the school.

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.

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. The do this by:

Attending

- Title 1 meetings
- SAC meetings
- PTO meetings

Reviewing

- Budget
- Compact
- SAC meeting dates
- SIP

At the end of the school year, at the final District Advisory Council Meeting, the Title I Coordinator provides time for parents/families to provide input on the review and improvement of the schools Title I programs to including providing input on the next school year School-wide Improvement Plan, Parent and Family Engagement Plan, and the School-Parent-Student-Compact Form.

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? (ESSA Section 1116)

Whispering Winds Charter School will coordinate and integrate parent and family engagement programs and activities through various means, as well as: programs and activities through programs such as ESOL, Title 1, and ESE. Students/Families involved in the ESOL program attend several meetings a year at our school. They also receive all information on ESOL programs and meetings available to them. Students/Families receive title 1 information through flyers, pamphlets, and title 1 required documents. Families attend title 1 events such as the title

1 annual meeting, parent nights, and testing information nights. Students/Families involved in ESE programs receive all information regarding ESE and attend meetings on a school basis.

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 teacher 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.

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.
 A description of the nature of the school-wide Title I Program.
 A description of how the meeting will cover the rights of parents
 A description of how the Florida School Grades are calculated and the 2020 School Grade achieved by the school.

<p>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.</p> <p>Parents and families were notified of the meeting by:</p> <ul style="list-style-type: none"> • Online/Social Media • Backpack flyer • School Sign <p>A description of the school-wide Title I Program is shared with parents at our Title I Annual Meeting by</p> <ul style="list-style-type: none"> • Jennifer Pittman AND • Title I PowerPoint <p>Below are the specific steps that (school name) will take to conduct the Annual Title I Parent Meeting.</p>		
Activity/ Task	Person Responsible	Evidence
Invitation sent home to parents (English & Spanish)	Jennifer Pittman	Invitations uploaded to crate folder
Presentation materials developed	Jennifer Pittman	Presentation/ materials uploaded to crate folder
Presentation materials submitted to Title I coordinator for review	Jennifer Pittman	Presentation/ materials time stamped when uploaded to crate folder
Conduct Title I meeting	Jennifer Pittman	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?

Multiple times will be offered throughout the day

Building Capacity

How the school will implement activities that will build the capacity for meaningful parent/family engagement?

How will the school implement activities that will build relationships with the community to improve student achievement?

How the school will provide material and training to assist parents/families to work with their child(ren)?

Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Literacy, Math , or Science Nights	Admin/Teachers	Enhance knowledge of materials and curriculum	Fall 2020	Invitation/roster/content material uploaded to PFEP crate folder
Individual meetings with first report card	Teachers	Build parent communication	End of 1 st 9 weeks	Invitation/roster/content material uploaded to PFEP crate folder
Testing Night	Admin/Teachers	Enhance knowledge of state testing procedures	Spring 2021	Invitation/roster/content material uploaded to PFEP crate folder
				Invitation/roster/content material uploaded to PFEP crate folder
				Invitation/roster/content material uploaded to PFEP crate folder

Staff Development

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.

Activity/Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Book Study	Kim Bartley/ Jennifer Pittman		Fall 2020-Spring 2021	roster/content material uploaded to PFEF crate folder
				roster/content material uploaded to PFEF 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). (ESSA Section 1116)

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I Resource Lab	Open to all school staff	ongoing	Resource lab sign-in roster

Communication

How will the school provide timely information about the Title I programs?

How will the school describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?

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 PFEF, SIP, CNA and other documents are shared with community stakeholders?

We hand out a Parent Resource notebook at our Meet and Greet meetings at which includes all information about Title I programs. We provide Title I requirements, grade level expectations, information on assessments and the Florida State Standards. As information changes, we send home addendums to add to the Parent Resource notebook throughout the school year. We provide information on parent nights, District SAC meetings, Whispering Winds SAC meetings, District ESE meetings for parents of children with disabilities, and other meetings that may benefit parents.

All children have a daily planner or notebook. This is a 3-ring notebook with sections for homework, school news, District news and calendar, District Title I information, and a daily reading log, and communication section. Students in grades 3-5 have a planner that they fill out every day.

Our charter requires that all teachers make a minimum of monthly contact with parents. Most of the teachers make weekly contact, and some daily.

The principal answers all phone calls within 24 hours.

We provide information on our website: www.whisperingwind charter.com

We also use the District's phone system to send mass messages to remind about upcoming events/meetings

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.

We have meet and greet at the beginning of the year, an Open House in September. Some of these are specific for different needs, such as Math night, to teach parents about our math program, and some are for general conversations about our compact, contract and other parent involvement activities. Notice of these meetings is sent home in backpacks and posted on our school marquee. Notice of meetings will be sent home in multiple languages when needed.

Barriers


Describe identified barriers that hindered the participation by parents during the previous school year.

A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children). (ESSA Section 1116)

Barriers (Including specific subgroup)	Step(s) to overcome barrier
ESOL students. We, as a staff, would like to become more familiar with Hispanic cultures, languages and holidays, to lessen the cultural gap. We, as a staff, would also like to become more familiar with teaching practices that better aide our ESOL students.	We are working closely with and getting to know our Hispanic families. We are asking them to share their cultures with our classes. Several teachers are also in the process of gaining their ESOL certification.
Economic: Many of our students come from families with low economic status. As a result, they do not have the resources that others may have.	We are working with families and to provide any assistance that they need in the area of education when possible. We have also used some programs and service providers from the surrounding the levy county district.

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	
Date signed	10-8-2020