



Parent and Family Engagement Plan 2020-2021 Cleveland Court Elementary

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:

The purpose of the parent involvement program at Cleveland Court Elementary School is to provide opportunities for every family to support the academic and social learning experiences for our students. In partnership with family and community, CCE will provide a safe and supportive learning environment where students strive for excellence in all they do.

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. 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 on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: _____

Date: 4-20-2020



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EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. Involve parents 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? | Describe the method in which parents were involved. | What evidence do you have to document parent/family participation? |
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| School Improvement Plan (SIP) | January 15, 2020 | All parents/families were invited via flyer, "Remind" text messages, school newsletter, website, Facebook and on the marquee in front of the school. | Parents and the SAC Committee reviewed the current SIP plan and offered recommendations/suggestions that will provide assistance in seeing all students at CCE to succeed. | Sign in sheet, Agendas and Minutes |
| Parent and Family Engagement Plan (PFEP) | March 11, 2020 | All parents/families were invited via flyer, "Remind" text messages, school newsletter, website, Facebook and on the marquee in front of the school. | Parents and the SAC Committee reviewed the PFEP and offered recommendations/suggestions to stream the Annual Meeting and/or all meetings on Facebook Live and send home surveys for parents who can't attend. Under Utilize Strategies for Communications-#4 parents suggested adding Class Dojo. | Sign in sheet, Agendas and marked up PFEPs |
| School-Home Compact | March 11, 2020 | All parents/families were invited via flyer, "Remind" text messages, school newsletter, website, Facebook and on the marquee in front of the school. | Parents and the SAC Committee reviewed the current Compact and offered recommendations/suggestions under Staff responsibility; make parents more aware of acronyms used in the classroom (SOTS, UNRAVELS, CUBED, etc.) keep grades up to date on Parent Portal, and send text messages to. | Sign in sheets, Agenda, and marked up Compacts |
| Title I Budget | March 11, 2020 | All parents/families were invited via flyer, "Remind" text messages, school newsletter, website, Facebook and on the marquee in front of the school. | Parents and the SAC Committee review the Title I Budget. They offer recommendations or suggestions in how to use the Title I funds in providing academic achievement for all students to include keeping Brain Pop and Reflex, collaborative planning days, incentive in new library books. | Sign in sheet, Agenda and Minutes |
| Parent & Family Engagement Allocation | November 20, 2019 | All parents/families were invited via flyer, "Remind" text messages, school newsletter, website, Facebook and on the marquee in front of the school. | Parents and the SAC Committee offered recommendations/ suggestions on how to use the 1% percent allocation to purchase Agendas, Tuesday Folders, and Supplies for Family Nights. | Sign in sheet, Agenda and minutes |

**Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

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

2. Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.

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| Tentative date & time(s) of meeting | August 25, 2020 at 5:30 PM and August 26, 2020 at 8:30 AM |
| How are parents notified of the meeting? | All parents/families will be notified of the Annual Meeting via a flyer in their child's Tuesday folder and "Remind" text messages one week prior to the meeting and the day before. Information regarding the meeting will also be available in the school's newsletter, website, Facebook and on the marquee in front of the school. |
| What information is provided at the meeting? | 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 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. |
| How are parents 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 on their school website and 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 barriers will you address to encourage parents/families to attend? | Language barrier: A translator will also be available before, during and after the meeting. Information will be translated into Spanish. |
| How will you get feedback from parents about the meeting? | All families will be asked to complete a brief survey to evaluate the meeting. |
| How do parents who are not able to attend receive information from the meeting? | All parents/families who are unable to attend either meeting, a video along with the information shared will be available on our school website and on Facebook. |



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

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| Title IV-Homeless | The Hearth Program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program, funded through Title I, Part C |
| Migrant | Migrant students will be assisted by the school and by the district Migrant Education Program. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. |
| Preschool Programs | Each spring, Cleveland Court provides Kindergarten Round Up, which is an opportunity for parents of current Pre-K students to tour the campus, meet school staff, register for Kindergarten, and receive helpful resources to prepare their children for the transition from Pre-K to Kindergarten in the fall. |
| Title III-ESOL | Services are provided through our ESOL paraeducator and the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners |
| SAC | At orientation, parents are asked to volunteer to serve on the SAC committee for the year. Interested parents are contacted and put on the SAC ballot, on which all parents vote during the Annual Parent Meeting. Parents, staff, and community members meet 8 times per year to discuss the implementation of the SIP, PFE, Compact, Title I Budget and how certain monies are allocated, and to vote various matters related to the school. |
| PTO/PTA | All parents are invited to join PTO throughout the school year. Parents and staff members meet monthly to discuss ongoing activities at the school. |
| Community Agencies/Business Partners | CCE collaborates with our local community agencies to enhance cooperation between our school, parents, and students to accomplish our school wide goals. |

4. Utilize strategies to ensure meaningful communication and accessibility.

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| Describe the methods that will be used to ensure meaningful, ongoing communication between home and school. | Daily student agendas, Parent Conferences, Tuesday Folders, Remind Text Messages, Emails, Monthly CCE newsletters, School Website, Class Dojo, ClassTag, and Facebook. |
| Describe how 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. | Letters are sent home with every student that has 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. |
| Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments. | Information is provided to parents during parent conferences, sent home in students Tuesday Folders throughout the school year, during the Annual Parent Meeting, grade level Family Nights, monthly newsletters, on the CCE website, Remind text messages and on Facebook. |
| Describe how your school provides information to parents in their native language. What languages do you provide? | CCE provides parents with documents in English and Spanish. We have our Compact and PFE translated by district personnel, and with the help of our ESOL paraeducator we provide notes and flyers throughout the year in Spanish, as well. We also provide district and state documents in Spanish, such as the Right to Know letter and Florida Standards parent resource page. |
| How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events? | CCE provides parents with disabilities the accommodations needed to also include flexible seating. |
| Describe the opportunities parents have to participate in their child's education. | Parents are encouraged to volunteer at CCE. We provide a volunteer orientation in the fall. Our volunteer coordinator works to partner approved volunteers with classrooms for specific assistance. We also encourage parents and community members to act as mentors to students. Our volunteer coordinator works to pair students with approved mentors. We also include opportunities for parents to volunteer in PTO events, CCE Family Nights, Sights/Sounds, and Portfolio Night Conferences. |

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

| Topic/Title | How does this help staff build school/parent relationships? | Format for Implementation: workshop, book study, presenter, etc. | Who is the audience? | Tentative Date/Time |
|-------------------------------|--|---|-----------------------------|----------------------------|
| Effective Parent Conferencing | Offers strategies for teachers to build family relationships and increase effective communication between school and home. | PD provided during faculty meeting | teachers | September 2020 |
| Family Friendly Schools | Offers strategies for all staff to build family relationships and creating a family friendly atmosphere. | PD provided during faculty meeting | all staff | September 2020 |



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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings 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 | | | | | | | |
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| <u>Topic</u> | <u>Title</u> | <u>How will this impact Student Achievement?</u> | <u>Tentative Date/Time</u> Are they flexible? | <u>Transportation</u> | <u>Refreshments</u> | <u>Childcare</u> | <u>Translation</u> <u>How will this support learning at home?</u> |
| Curriculum Areas | Grade Level Family Nights | Parents/Families are well informed of the Florida State Standards for their child and are provided resources to help their child at home. | September 1, 15th, and 29th, 2020 | | | ✓ | ✓ Parents are provided with activities to do with their children at home in the areas of literacy, math, and science |
| State Assessments & Achievement Levels | Grade Level Family Nights | Parents/Families of 3rd-5th are provided with information about grade specific Florida State assessments and achievement levels. | September 1, 15th, 2020 | | | ✓ | ✓ Parents are provided with the FSA on-line resources to assist their child in preparing for the Florida State assessment. |
| Technology, Parent Portal | Grade Level Family Nights | Parents/Families are made aware of the importance to stay connected with Parent Portal in checking their child's academic grades. | September 1, 15th, and 29th, 2020 | | | ✓ | ✓ Parents are able to reinforce learning at home by staying connected to Parent Portal. |
| Transition (Kdg, MS, HS) | K Roundup | Parents/Families are provided with resources and information to help register and prepare their child transition from PreK to Kindergarten | April 2021 | | | | ✓ Parents are provided with resources and information to help registers and prepare their child transition from PreK to Kindergarten. |
| College & Career | | | | | | | |
| Graduation Requirements & Scholarships | | | | | | | |
| Conferences | Conference Night | Parents/Families meet with their child's teacher to discuss their academic grades and classroom behavior. | October 2020 | | | | ✓ Parents / Families are provided with resources to help assist their child in his/her area(s) of need. |

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| How will workshops/events be evaluated? | At each family event, such as the Annual Parent Meeting or grade level Family Nights, CCE provides a family survey to assess the needs of the families. We ask for their feedback on the event, as well as suggestions for other workshops we could provide to better serve them and their students |
| How will the needs of parents be assessed to plan future events? | CCE administration evaluates the feedback provided by the families from the surveys to better prepare future family engagement activities. |
| What are the barriers for parents to attend workshops/events and how do you overcome these? | Language, childcare and transportation are our barriers. CCE offers a translator, childcare and flexible hours to meet the needs of our parents. |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples) | CE offers two dates and times for our Annual Parent Meeting. Parent Conferences, Portfolio Night and Sights and Sounds of the Seasons are held in the evening. |
| How do parents who are not able to attend building capacity events receive information from the meetings? | CCE shares information on the school's website, Facebook and sends home the resources in the Tuesday folders. |

**These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*