

20-21



POLK COUNTY
PUBLIC SCHOOLS
TITLE I

Parent & Family Engagement Plan Coversheet

Complete the information below then scan and upload this coversheet with the required documentation.

School: Lake Alfred Elementary

Were parents given the opportunity to provide input on the PFEP?

- ☐ Yes (in person or virtual – please follow prompts below)
- ☒ No, explain: Due to a new PFEP staff member and Covid-19 we were not able to complete before school closing

If **in person**, is the following documentation attached?

- Notification/Invitation
 - ☐ Yes ☒ No, explain: N/A see above
- Agenda (must include discussion of PFEP)
 - ☐ Yes ☒ No, explain: N/A see above
- Parent/Family Sign-in Sheets
 - ☐ Yes ☒ No, explain: N/A see above
- Evidence of Input (check all that apply)

<input type="checkbox"/> Meeting Minutes	<input type="checkbox"/> Marked up copies of old PFEP
<input type="checkbox"/> Parent Survey	<input checked="" type="checkbox"/> Other: <u>N/A see above</u>

If **virtual**, is the following documentation attached?

- Notification/Invitation
 - ☒ Yes ☐ No, explain: (due to the late notice of the Covid-19 we randomly called 20 parents and only 2 responded to a virtual meeting)
- Number of Families that Provided Input
 - ☒ Yes ☐ No, explain: 2
- Evidence of Input (check all that apply)

<input checked="" type="checkbox"/> Meeting Minutes	<input checked="" type="checkbox"/> Marked up copies of old PFEP
<input type="checkbox"/> Parent Survey	<input type="checkbox"/> Other: _____

Is a DRAFT of your 2020-2021 PFEP attached?

- ☒ Yes ☐ No, explain: N/A see above

[Signature] 6/4/20

Principal's Signature & Date

Bonnie Horne 6/4/2020

Title I Contact's Signature & Date

The Federal Every Student Succeeds Act (ESSA) requires that Title I schools jointly develop, agree on, and distribute a written parent and family engagement policy (section 1116(a)(2)).



Parent and Family Engagement Plan 2020-2021

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:

At Lake Alfred Elementary, we provide a positive and meaningful educational experience for all students. We partner with our families to provide support to create life long learners.

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: _____

Parent and Family Engagement Plan 2020-2021

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?
School Improvement Plan (SIP)	6-4-20	phone call to 20 randomly selected people	parents suggested strategies and idea to improve learning	agenda with notes
Parent and Family Engagement Plan (PFEP)	6-4-20	phone call to 20 randomly selected people	parents provided suggestions to improve students behavior	agenda with notes
School-Home Compact	6-4-20	phone call to 20 randomly selected people	parents provided suggestions on improving LAE as a whole.	agenda with notes
Title I Budget	6-4-20	phone call to 20 randomly selected people	input was provided by parents on how Title I funds will be used	agenda with notes
Parent & Family Engagement Allocation	6-4-20	phone call to 20 randomly selected people	Expenditures and Family engagement activities were discussed with parents	agenda with notes

**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.

Tentative date & time(s) of meeting	September 10, 2020 4-5:30 PM
How are parents notified of the meeting?	Parents will be notified by marque, flyers and school website.
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?	Translators will be provided and this event will be held in conjunction with Family Book Fair Night.
How will you get feedback from parents about the meeting?	Surveys will be provided and the parent comments and suggestions will be incorporated into the plan.
How do parents who are not able to attend receive information from the meeting?	Information packets will be sent home to parents who were not able to attend. Also, the TT1 facilitator will be available for questions for those who not able to attend.

Parent and Family Engagement Plan 2020-2021

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.

Title IV-Homeless	The Hearth program assists homeless and in transition families with school enrollment, attendance, stability, and academic success.
Migrant	Translators and translated documents are available for parent meetings.
Preschool Programs	We work closely with our preschool teacher to ensure the success of all students and a smooth transition to Kg.
Title III-ESOL	Our ESOL paras are used to assist out ESOL population and their families
SAC	Our SAC consists of volunteers from the community, parents and staff
PTO/PTA	Our PTO exists to provide additional opportunities to our students and families such as field day, etc.
Community Agencies/Business Partners	Our community partners are instrumental in supporting the success of LAE by mentoring students and providing financial support to purchase additional books.

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	Agenda's, Class Dojo, and Remind are used to communicate with parents daily.
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.	This information is provided through parent conferences, phone calls, and resources that are sent home.
Describe how your school provides information to parents in their native language. What languages do you provide?	We have two spanish speaking paras to assist with the spanish speaking populations. We contact the district for assistance with Haitian Creole as needed.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Our staff is available to provide assistance as needed. We also have a wheel chair ramp to use as needed.
Describe the opportunities parents have to participate in their child's education.	Parents are encouraged to become a school volunteer, join PTO, and SAC.

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.

<u>Topic/Title</u>	<u>How does this help staff build school/parent relationships?</u>	<u>Format for Implementation: workshop, book study, presenter, etc.</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Work with diverse population	Teachers and staff will have a better understanding on how to support students and families of all backgrounds. Having a better understanding of a diverse population will help increase the learning outcome.	Teachers will be providing an opportunity to participate in a book study that incorporates this topic. Administration, Reading and Math Coaches will facilitate the book study.	Teachers	Ongoing Sept-Feb
Classroom Management	Building a positive classroom environment will help reduce office referrals. Communicating with parents daily will help build relationships.	Book study and monitor by dean and administration	Teachers	Ongoing Sept-Feb

Parent and Family Engagement Plan 2020-2021

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							
Topic	Title	How will this impact Student Achievement?	Tentative Date/Time Are they flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum Areas	Math, Science and Reading nights	Provide information to parents on grade level standards and how they can assist their child at home.	S- 2-20-20 M- 10-22-20 ELA- 3-4-21 4-5:30 PM	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
State Assessments & Achievement Levels	Title 1 Night (ELA, math and science)	Parents will be informed of current data and the goals for the current year. (M- 60-65%, ELA 46-51% and science 54-59%)	S- 2-20-20 M- 10-22-20 ELA - 3-4-21 4-5:30 PM	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology, Parent Portal	Open House	Parents will have access to current data which would provide and opportunity or increase interventions.	S- 2-20-20 M- 10-22-20 ELA- 3-4-21 4-5:30 PM	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Transition (Kdg, MS, HS)	Kdg roundup and Middle School transition night	The kindergarten Round-up provides an opportunity for upcoming students to register for school and meet their teacher. The middle school transition provides an opportunity for students to pre-register and learn about the different opportunities available at the middle school.	April 2021	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
College & Career	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Requirements & Scholarships	N/A			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conferences	Parent Conferences	Parents will gain a better understanding of where their child is functioning academically and behaviorally	on going throughout the 20-21 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

How will workshops/events be evaluated?	Survey/feedback forms are used improve our presentations.
How will the needs of parents be assessed to plan future events?	We will use the districts needs survey, and parent inputs from conferences.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Translators and transportation are the major barriers. We are able to provide spanish and Haitian Creole translator as needed. We provide phone conferences and documents for parents who are unable to attend.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We offer flexibility throughout the school year to meet the needs of all parents. EX: If a parent can only come for a conference at 10am we will cover the teachers class so the conference can proceed.
How do parents who are not able to attend building capacity events receive information from the meetings?	Information can be shared through phone conferences, emails, mail to parents home or sent home with students as requested by parents

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



POLK COUNTY
PUBLIC SCHOOLS
STUDENTS FIRST

School Name: __Lake Alfred Elementary__

Principal: Matt Burkett

Date: __6-6-2020__

SIP REFLECTION WORKSHEET

2019-20 AREA OF FOCUS

Increase 3rd grade reading proficiency from 39% to 50%

OUTCOME

(18-19 SY and PM Data for 19-20 SY)

December STAR Reading Data for 3rd grade showed 42% proficient

BARRIERS (19-20 SY)

3rd grade students struggled with grade level vocabulary and comprehension. Lost 9 weeks of instruction due to Covid-19

ACTION STEPS (19-20 SY)

Reading Interventionists and Title 1 para assigned to assist students in small group reinforcement vocabulary and comprehension. Also, after-school and Saturday tutoring will be utilized.

2020-21 AREA OF FOCUS AND RATIONALE

Focus: Increase reading and math proficiency by implementing consistent guided/small groups.

Rationale: Implementing small group instruction, provides an opportunity to accommodate and meet the needs of each student.

FORESEEABLE BARRIERS (20-21 SY)

1. Uncertainty of a full school year of instruction due to Covid-19

ACTION STEPS (20-21 SY)

1. If at any time during the school year, we have to implement virtual learning, we will utilize our support staff to provide more support to our bottom 25%