



2017-2018 Title I Parent and Family Engagement Plan

Floral Avenue Elementary School



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

The purpose of the parent involvement program at Floral Avenue Elementary School is to encourage our parents to be active in their children's educational career. The Mission Statement of Floral Avenue Elementary is to provide a supportive learning environment for all children to ensure that they become productive, responsible citizens in an ever-changing world. The District and School-based Title I Parent Involvement Programs in Polk County will strive to build relationships to create real family engagement for every child, every family, every teacher, every day.

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: Shelba Dyer Date: 7/24/17

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?	In March and May of 2017, a group of Floral Avenue parents volunteered to review Floral's 2016-2017 Parent Involvement Plan. This group worked in conjunction with the School Advisory Council to review, plan and improve school programs. The parents helped to determine the Parent Involvement Plan's effectiveness and made suggestions on how to improve the plan for the 2017-2018 school year.
How do you use the information from reviewing the plan to design strategies for more effective engagement?	The parents brainstorm suggestions for improvement. That list is published and submitted to the principal to review for possible implementation.
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?	SAC members and parents discuss Floral's 1% expenditure of Title I funds for parent involvement and unanimously voted that the allocated funds continue to be used for the purchase of student agendas for the succeeding school year. All agreed that student agendas are a major component of effective home to school communication for our school.
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?	This plan helps ensure that we provide parents/families with information, materials and resources to support their child's learning at home by offering parent workshops on the Florida Standards, literacy, and test taking tips to support the high quality instruction provided during the school day.
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 FDOE 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 informational notebook 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?	Our Annual Parent Meeting will be held on Tuesday, September 26, 2017. The meeting will be held at 6:00 p.m. Parents will go to their child's classroom where the meeting will begin with a video presentation to view. The video will consist of a welcome, the Pledge of Allegiance, and a thorough explanation of the Title I program. The second meeting will be held at 10:00 a.m. in the Title I portable on Wednesday, September 27, 2017. All parents will be notified of the annual parent meeting via a flyer in the backpack, a call out 2 weeks prior to the meeting and 2 days prior to the meeting, and a sticker in the student agendas. The information for this meeting will be posted on our school website and marquee in front of the school.
Notification and invitation: <ul style="list-style-type: none"> How will you inform and invite parents/families in a timely way about the Annual Meeting. 	
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. 	<p>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, 4. Ways parents can be involved, 5. School choice, and the qualifications of their child's teacher or paraprofessional, and 6. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>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.</p> <p>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.</p>
Barriers: <ul style="list-style-type: none"> What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation 	Transportation is not offered to all parents, however, if we know of a family in need of transportation in order to attend we work to find a solution. Translation of materials given out will be translated in English, Spanish and Haitian Creole as well as we will provide a translator at the meeting. Light refreshments will be provided after the meeting. Parents are welcome to bring their child to the meeting so childcare is not needed.
Evaluations: <ul style="list-style-type: none"> How will you get feedback from parents about the meeting? 	Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or testing that they would like to learn more.
Parents who do not attend? <ul style="list-style-type: none"> How will you get the information home to parents who do not attend the meeting? 	For parents who are not able to attend this meeting, a video along with the information will be available on our school 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 student. 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?	Parent are provided a calendar of events at the start of school. All dates and times of events are posted on our school website. Parent workshops are offered on different days and times and sometimes twice in order to increase attendance.
Describe what childcare, home visits and/or transportation services are provided by your school.	Transportation for families is provided on a needs basis. Some teachers make home visits to conference with parents who cannot attend a school conference. Our school addresses barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.

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.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Third Grade Florida Standards Assessment Parent Night	This workshop will provide information to parents on standards for 3 rd grade and how they can help their child at home	Information on where to locate Florida Standards by grade level and websites that provide practice exercises for their child	Tuesday, February 6, 2018 at 6:00 p.m.		x		x
Parent Conference Nights	These meetings will provide information to parents about their child's academic progress, state standards to be mastered, and assessments that will be taken	Individual student grades, achievement reports from various computer programs	Tuesday, November 14, 2017 Thursday, November 16, 2017 Wednesday, January 24, 2018				x
Kindergarten Round Up	Parents will be provided with information to help their child make a smooth transition into our school	Information on how to prepare their child for kindergarten	TBA – date will be provided by the county		x		x
K-2 Bingo for Books 1116(e)	Provide parents with strategies to help them read with their child at home	Free book for every student who attends and tips for how to help the child be a better reader	Thursday, October 19, 2017		x		x
Cyber Bullying Prevention	Provide parents with information about internet safety	Information on how to avoid the dangers of the Internet	Tuesday, January 16, 2018		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, 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"> data collection 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 to support learning at home? Give examples.				<ul style="list-style-type: none"> Newsletters with tips Tips on our website Curriculum guides Strategies for parents to use at home Information in other languages 			

community, business partners, and churches, to improve student achievement?

individuals from these organizations to volunteer during the school year and to be part of our mentoring program.

- 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.

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 ...

- how to reach out to, communicate with, and work with parents/families as equal partners,
- the value and utility of contributions of parents/families
- how to implement and coordinate parent/family programs
- how to build ties between parents/families and the school

Please describe below how you do this.

Topic -Title	Purpose?	Implementation format: (Workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
Effective Parent Conferencing	Information will be shared with teachers about building relationships with parents while conducting a parent teacher conference	Lynn Peterson, Parent Involvement Coordinator A mini professional development will be held at the beginning of the school year	School staff	Thursday, August 3, 2017 at 10:00
Our Volunteers are VIPs	Information will be shared with teachers about how to value the contributions of our volunteers and how to keep our students and volunteers safe	Nancy Reynolds, Guidance Counselor A mini volunteer training will be held at the beginning of the year	School staff	Thursday, August 3, 2017 at 10:20

<p>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)].</p>	
<p>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?</p>	<p>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.</p> <ul style="list-style-type: none"> • By letter sent home in backpack • Annual Meeting
<p>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?</p>	<ul style="list-style-type: none"> • Annual Parent meeting • Website • Newsletters (school and/or grade level) • Parent conferences • Parent workshops • Progress monitoring • Extended learning • Test prep
<p>Describe how the school will provide each family an individualized report about their child on the state assessments?</p>	<ul style="list-style-type: none"> • State/district reports • Parent conferences
<p>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?</p>	<p>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 with 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.</p>

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	We work with the HEARTH program when we receive a student who is homeless. Teachers are notified by the administration when a student who receives HEARTH services enter his/her classroom. Funds are accessed for appropriate students.
○ Migrant	We work with the Migrant department when we receive a migrant student. We provide information and materials in the student's native language. If a home visit is needed, it is provided. Funds are accessed for appropriate students.
○ Preschool	We provide invitations to parents of local daycare students when we have a kindergarten transition event. Each family is given a packet of materials that they can use to help their child prepare for kindergarten, as well as a free book.
○ ESOL	We have an ESOL para who works directly with our ESOL students and their families. We provide information to these families in their native language. We also coordinate with the ESOL department to get needed materials and service for our parents.
○ SAC School Advisory	Our SAC members are elected at our Annual Meeting in the fall. All meetings are advertised in our school newsletter with an open invitation for all parents to attend. In addition, SAC members are emailed and called prior to a meeting. All parents are welcome to speak at meetings. In our meetings we share important information about the achievement of our students, school happening, and we offer information to parents about how to help their child at home.
○ Business Partners	We work closely with our business partners to coordinate volunteer and mentoring opportunities at our school

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)

What opportunities do parents have to participate in their child's education? Volunteer? Section 1116 (d) (c) Mentor?	<ul style="list-style-type: none"> • Sign-up sheets at the "Back to School" orientation event • Teacher requests • Flyer and personal invitation to mentor • Parents who are unable to come in to school are given projects that can be completed at home
What forms of communication do you provide parents, in an understandable and uniform format related to; <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<ul style="list-style-type: none"> • The plan and the compact • Flyers, notifications/invitations • School website • School marquee • School and/or grade level newsletters • Parent workshops • SAC meetings • Progress reports • Report cards, interim reports, state assessment/curriculum information

<p>involvement activities?</p> <p>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>	<ul style="list-style-type: none"> • Disabled (we provide special parking, ramps, restroom accessibility, sign language interpreters) • Limited English (translators, materials in other languages, workshops in their language) • Limited literacy (materials that are free of jargon and acronyms) • Racial/ethnic minority background (we are sensitive to their culture, have a balance of staff)
<p>How does your school provide information to parent's in their native language?</p> <p>What languages do you provide? <i>Section 1116 (e) (5)</i></p> <p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<ul style="list-style-type: none"> • Print materials are provided in Spanish • All communication is provided in Spanish (newsletters, flyers, etc.) • Translation is provided at all school events via Spanish speaking teachers, para educators, or middle/high school students earning volunteer hours
<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 	<ul style="list-style-type: none"> • Include information on your website • Parent/Family Informational Notebook (PIN) that is kept in the front office • Information in our school/grade level newsletter • Send home flyers • Send home monthly calendars for the PIRC (specifically mention which PIRC serves your school) • Books Bridge schedule • Information labels in agenda