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**2017-2018 Title I Parent and Family Engagement Plan**

**Ridgeview Global Studies Academy**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| Ridgeview Global Studies Academy’s vision for parent and family engagement is to see an increase in the amount of participation at the various functions provided for parents and students. Although staff members provide various activities to actively engage parents in their child’s education, it is important that we provide an atmosphere where parents feel comfortable in sharing and expressing their ideas at these functions. |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **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?*** | All parents are invited to participate in developing and revising this plan. The plan is reviewed/revised twice a year at Ridgeview Global Studies Academy’s Board Meetings in the fall and spring where parent input may be given. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | |  | | --- | | This plan is reviewed two times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home. | |
| ***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?*** | |  | | --- | | 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. | |
| ***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 is available to all parents, business partners, and the Ridgeview Academy School Board. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. | |
| ***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 FLDOE 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 Ridgeview Academy School Board. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

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| **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?***  ***September 25 – Grades 6-8***  ***September 26 – Kindergarten***  ***September 27 – Grades 3-5 and ESE Self-Contained classes***  ***September 28 – Grades 1-2***  ***All meetings will begin at 6:00 P.M.*** | Title I Information Meetings will be held at 6:30 PM on September 25, 26, 27, and 28 in the Ridgeview Academy cafeteria. A PowerPoint presentation will be made and parents will be asked for input into our Title I Program. Parents will go to individual classrooms after the general meeting for further information. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | Each student will receive a flyer to take home, inviting parents to our Title I Meeting. The School Messenger system will do a call out invitation as well. The invitation will be posted on our school website and on our marquee. |
| ***Information:***  ***Please describe how your meeting will cover information about:***   * *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.* | The agenda for our Annual Parent Meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, parents, and our school.  After the General Meeting in the cafeteria, parents will go to their child’s classroom for the teacher to share with them about the curriculum and expectations for their child. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Transportation is not provided for parents. If we are aware of parents needing transportation, we will work with them to provide transportation. Parents are welcome to bring their child to the meeting; therefore, no childcare is provided. |
| ***Evaluations:***   * *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. |
| ***Parents who do not attend?***   * *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, the Title I PowerPoint presentation will be available on our school website. |

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| |  |  | | --- | --- | | **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 children. 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?*** | Parents will be provided a calendar of events; all dates and events will be posted on our school website as well. Some Parent Workshops will be made available during the day as well as in the evening. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | For some workshops our school offers limited childcare or children’s activities while parents attend a workshop. | |
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| **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** | | **Curriculum /Florida Standards** | Each individual grade level (K-8) hosts a Parent night where curriculum is reviewed and standards are addressed. In grades 3 and higher the Florida State Assessment is part of the presentation and parents are given an overview of the test as well as good testing strategies to use at home.Grades 3-8 take the Florida State Assessment. | Parent handouts which include information on testing strategies, curriculum/homework policies, attendance policy, and also websites that are beneficial to parents such as the www.fldoe.org to help with preparing for the FSA. Parents are also apprised of the online gradebook and the parent portal | Open House is held during the month of September for each grade level. Individual grade level nights usually take place during Oct.-Nov. |  | X | X | X | | **State Tests & Achievement Levels** | Parents are provided with information specific to each grade level including the standards that are part of the state assessment and the achievement levels that designate above level, on level and below level performance. | Parent newsletters are sent home specifying testing strategies, practice websites and materials that are helpful to reviewing homework and extending the curriculum beyond the classroom. Istation reading and math activities are parent/home accessible to help students via the Internet with learning strategies on a tailored individual student basis. Handouts and presentation materials from the FSA Parent Nights provide parents with important information regarding state assessments and available resources. | Grade levels provide weekly newsletters which includes pertinent information for the week and also for upcoming assessments. Istation reading and math assessments are given monthly to progress monitor. FSA Parent Nights are scheduled during the 2nd quarter of the school year. |  | X | X | X | | **Transition (Kdg, MS, HS)** | Transition workshops provide parents with important information to help their child make a smooth and seamless transition to the next level. | Information is presented and handed out to parents at the Transition Meetings for Parents. | April 2018 |  | X |  | X | | **Literacy 1116 (e)** | Students visit the library weekly to check out books and also have this opportunity before school. A book fair is held twice a year to help increase the love of reading. Accelerated Reader is also used in the classrooms and the majority of teachers track student achievement. | Accelerated Reading Book material is clearly marked in the school’s library. The library also houses a parent section for check out of materials. | Reading is encouraged year round through the school’s library and classrooms.  A Book Fair is provided in the Fall and the Spring of the year. |  |  |  |  | | **Technology, Parent Portal** | Provide parents information on how to navigate the Parent Portal to check their child’s grades. | Kindergarten parents and parents new to Ridgeview receive training on logging in and using the parent portal either through an after school workshop in our computer lab or on a one-on-one basis as needed. | Kindergarten parents are versed on the use of Pinnacle’s Parent Portal on Kindergarten Parent night held in October. New parents to Ridgeview may contact the front office staff for help throughout the school year. |  |  |  |  | | **College and Career** |  |  |  |  |  |  |  | | **Graduation Requirements/Scholarships** | 8th grade parents are given information related to graduation requirements at the HS transition meeting. | Handouts regarding graduation requirements | Spring 2018 |  |  |  |  | | **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?** | | Parent surveys, solicited feedback at parent meetings | | | | | | | **How do you evaluate effectiveness?** | | Feedback from parents through survey results, emails, and conversations | | | | | | | **Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.** | | Love and Logic training for parents, parent newsletters with tips/strategies/resources, class webpages in middle school to communicate expectations and resources available (i.e. Edmodo) | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | Ridgeview Academy builds partnerships primarily through Direct and Indirect methods.  Direct: Indirect partnerships, Ridgeview targets specific businesses that will meet a specific school need. These range from basic needs such as mulch to software to robotics and everywhere in between. Ridgeview staff seek these partnerships out personally and or cultivate them through community and or professional contacts.  Indirect: Ridgeview staff create indirect partnerships through casual, parent and staff contacts. They are sometimes initiated by local businesses as part of their business plan and community outreach to education. These include financial donations of goods, school presentations, financial grants and expertise. We build these relationships specifically to meet needs directly related to school improvement. We do not accept them otherwise. Our partners know that our “ask” is specific and is a directly related to school improvement. A well-maintained campus, proven techniques, utilized resources, teacher competence, administrative direction and support, and students nurtured in a positive environment result in school achievement.  Ridgeview does not seek partnerships or commit to business partnerships that do not fit into our plan or may detract from it. Our partners know we do not ask for or accept anything we are not fully committed to implementing. For those partnerships we cultivate we communicate the utilization and success of their contributions. This builds trust as well as mutual respect and support.    Our partners include: Publix, Target, Osmo, Walmart, Hello Florida, Microsoft, Sam’s Club, Orange Lake, Prowise, Lowes, Bloxels, Greenleaf Products, Nearpod, Shannon Orthodontics, Buncee, Ritchie Bros, and Wonder Workshop, to name a few. | | | | | |  * *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.* |

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| **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?**  How does this help staff build school/parent relationships? | **Implementation format:**  (Workshop, book study, etc.)  **Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| Love and Logic Conference | A basic premise of Love and Logic is relationship building. | National Love and Logic Conference in Colorado | Selected personnel | June 2018 |
| Love and Logic Book Study | A basic premise of Love and Logic is relationship building. | Book Study | Any staff member may participate | Ongoing |

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| **Communication** | |
| 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)];** | |
| **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?** | 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. |
| **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?** |  |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | Parents are informed of the curriculum through an annual Open House held in September each school year. They are able to delve more closely into the curriculum through the grade level Parent Night held during the month of October. Parent newsletters are sent home to explain the forms of assessment and weekly curriculum updates. A parent conference is held with every parent at the end of the first nine week grading period for all parents. Parents attend conferences during the end of the second and third grading period if students are in danger of retention. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | Students receive an individualized report of scores on the state assessment which is delivered to the school over the summer break. The principal of the school informs parents that they are welcome to pick up this report in the front office through the use of a calling system purchased by the school. |
| ***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?*** | 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 for 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. In the middle grades, teachers utilize class webpages to communicate curriculum and assessment information to parents. |

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| **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*** | Our Family Involvement/Guidance Counselor works with the HEARTH program to provide services to meet the needs of our students.  Ridgeview provides free uniforms, backpacks and school supplies as needed and also are a recipient of the Kid Pack program. |
| * ***Migrant*** | Ridgeview does not have any migrant students. |
| * ***Preschool*** | Ridgeview does not have a Pre-School program. We are working on building an Early Learning Academy. |
| * ***ESOL*** | Teachers are ESOL endorsed and provide strategies to accommodate ELL student needs.  Ridgeview has an ESOL teacher and para that work closely with teachers and students to ensure student needs are being met. |
| * ***SAC School Advisory*** | Ridgeview Global Studies Academy’s Board of Directors serve as the school’s SAC committee. Ridgeview Academy’s Board has quarterly meetings; meeting times are posted on our school’s website. The public is invited to all meetings and input is solicited. |
| * ***PTO/PTA*** | Ridgeview does not have an active PTO/PTA. |
| * ***Community Agencies*** | Ridgeview Academy’s Board of Directors is comprised of parents, educators, and area business representatives. |
| * ***Booster***   ***Clubs*** | Ridgeview does not have a Booster Club; however, when our new middle grade facilities are completed, we will have a booster club. |
| * ***Business Partners*** | Ridgeview Academy’s Board of Directors has local business representatives; some of the members are parents of Ridgeview students as well. |

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| **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 (rens) education?***  ***Volunteer?*** *Section 1116* (d) (c)  ***Mentor?*** | Volunteers are always welcome and needed at our school. Volunteers provide assistances in the media center, iin teachers classrooms and serve as chaperones on field trips. They also help with our Annual Global Fiesta. |
| ***What forms of communication do you provide parents, in an understandable and uniform format related to;***   * ***school and parent programs*** * ***meetings*** * ***school reports*** * ***and other activities*** | * The Title I Family and Parent Engagement * Flyers * Website * Calendar * School Marquee * School and/or grade level newsletters * Parent workshops * Interims and report cards |
| ***What barriers hinder participation by parents in parental involvement activities?***  ***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)*** | Possible barriers that hinder parent involvement,   * Transportation * Work schedules * Childcare   Steps we take to Overcome barriers   * We provide childcare for our families so that they can participate in parent workshops * Make and Take materials are provided for families to create standards based activities to help their child at home |
| ***How does your school provide information to parent’s in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)*  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | * Spanish translators are available at school events * Spanish language materials are provided for Love and Logic Parent Workshops |
| ***How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.***   * ***Title I Parent/Family Resource Centers*** * ***Books Bridge Buses*** * ***Parent University*** * ***Other*** | All information is available on our school website and in the Parent/Family Information Notebooks |