****

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

**Dundee Ridge Middle Academy**

|  |
| --- |
| ***General introduction of school’s vision for parent and family engagement.*** |
| The students at Dundee Ridge Middle Academy will engage in a rigorous academic program designed to prepare them for success in high school and beyond, creating an inviting and engaging school culture where students are doing real, meaningful work and teachers’ partner with parents to facilitate the learning process. Realizing that not all students come to the school with the same level of learning or framework of experiences, staff, students, and parents will partner to provide additional supports during the school. Parents will be active partners and supporters in the learning process at DRMA and be knowledgeable participants in their child’s education. |

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

|  |
| --- |
| **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 and families are invited to participate in developing and revising this plan. The plan is reviewed and revised twice a year using parent input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This plan is reviewed twice 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?***  | Parents are surveyed when developing and revising this plan and asked what types of trainings and or workshops they would like the school to provide to assist in helping their child’s academic achievement. Results from surveying parents is used to plan parent and staff trainings. |
| ***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 and 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 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 School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **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?*** | All dates and times of events are posted on our school website, and Facebook page. Flyers are sent home to inform families of each event.Parent workshops are offered on different days and times in order to increase attendance. Ex; mornings, and eveningsWhen applicable, our school uploads the information provided in a workshop and provides parents a link on our school website. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | Our school addresses barriers that hinder parent and family engagement on an as needs basis or if requested and when feasible accommodates those requests. |

 |
|  |

|  |
| --- |
| **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?***  | August 8, 2017 from 2:30-3:30 in our media center.October 2017 from 6:00-7:00 in our media center. |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | Families will be invited with their orientation information and on the school website. All parents are invited and encouraged to attend one of the meetings. |
| ***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 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, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child’s teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.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.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. |
| ***Barriers:*** * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation*
 | Translation of materials given out will be translated in English, Spanish and HC as well as we will provide a translator at the meeting. Parents are welcome to bring their children to the meeting so childcare is not needed. |
| ***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. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or activities that they would like to learn more about. |
| ***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, a copy of the power point along with information about Title 1 will be available on our school website. |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | Provide information to parents on curriculum and standards through student presentations. | Students present their portfolio of work to parents and family members to showcase what they have learned this year and the standards addressed. | May 2018 (Three evenings) |  |  |  |  |
| **State Tests & Achievement Levels**  | Provide test taking strategies to parents and also information on the assessments their child will be expected to take. | Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and additional information on the standards will be shared with parents. | February 2018 |  |  |  |  |
| **Transition (Kdg, MS, HS)** | This workshop will provide information to families to help their child make a smooth transition to a new school. | Parents of incoming 5th grade students will be given information to help them prepare their child for Middle School and IB Curriculum.  | May 2018 |  |  |  |  |
| **Literacy 1116 (e)** | Provide parents with strategies to help them write with their child at home. | Information on our academic honesty policy and citing sources.Writing Tips | November 2017February 2018 |  |  |  |  |
| **Technology, Parent Portal**  | Provide parents information on how to navigate the Parent Portal to check their child’s grades. | Guidance office helps parents navigate and set up their student’s information. | On-going throughout the school year as needed. |  |  |  |  |
| **College and Career** |  |  |  |  |  |  |  |
| **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **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?**  | We assess the needs of parents through the following methods:SAC, Parent surveys, District parent survey, Evaluations at previous workshopsParent meetings to review compact/old PIP/PFEP |
| **How do you evaluate effectiveness?** | survey results and comments on surveys student achievement data |
| **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.** | Title 1 Newsletters Tips on your websiteStrategies for parents to use at homeBooks/reading materialsProjectsVideo clips Information in other languagesTeacher Webpages |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | We invite our local community members and business partners to a luncheon to showcase our student learning activities. Members are then given a tour of our school by honor society members.Community members are also encouraged to attend SAC meetings. |

* *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?**How does this help staff build school/parent relationships? | **Implementation format:** (Workshop, book study, etc.)**Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| **Effective Family to School Communication** | Effective communication helps families feel a connection to the school environment. | PLC’s Aldena Law | All Staff | October 2017 During Planning periods |
|  |  |  |  |  |
|  |  |   |  |  |

|  |
| --- |
| **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?** | A Right to Know letter is sent home at the beginning of the school year to inform families of their right to request professional qualifications of their child’s teachers.  |
| ***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?*** | The initial information about our IB curriculum is given to all incoming 5th graders and new students in May during Raiders Raid. Information is also provided at workshops, on our school website, and during student portfolio presentations. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?***  | Once the information is available, FSA information and report cards will be made available to parents in the front office. |
| ***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. |

|  |
| --- |
| **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***
 | Provide resources through our guidance department. |
| * ***Migrant***
 | Provide information and materials in their native language.Provide translators as needed. |
| * ***Preschool***
 | NA |
| * ***ESOL***
 | ESOL para providedProvide information to parents in their native language.Provide translator when needed |
| * ***SAC School Advisory***
 | Members are selected through Principal recommendations and parents and community members who show an interest.The school calendar is used to notify parents and staff.Information is provided at the meeting about Title 1, School grades, SIP, and State Assessments |
| * ***PTO/PTA***
 | NA |
| * ***Community Agencies***
 | Community members are invited to participate at activities and events at our school. Community members are also invited to participate as part of our SAC Committee.  |
| * ***Booster***

***Clubs*** | NA |
| * ***Business Partners***
 | Business partners are invited to participate at activities and events at our school. Business partners are also invited to participate as part of our SAC Committee. |

|  |
| --- |
| **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?*** | Parents are invited to participate in school activities.Volunteer for programs such as Sun Shine State Media ClubVolunteer to be a coach Volunteer to work closely with out Agriculture , Chorus and Band programs |
| ***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 plan summary and the compactSchool messengerFlyers, notifications and invitationsSchool websiteParent workshopsSAC meetingsProgress reports and report cardsState assessment and curriculum information |
| ***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)*** | Economically disadvantages: provide materials and offer food and refreshments at events. Disabled: The school is one level with access to all rooms and buildings.Limited English: Translators are provided as needed at events, parent conferences and phone calls. Materials are made available in Spanish and Haitian Creole Limited literacy: Materials that are free of jargon and acronymsRacial/ethnic minority background: Our IB curriculum focuses on being aware and sensitive to all cultures and traditions. Evidence of this can found throughout the campus.  |
| ***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*** | Translation is provided at all school events, conferences and guidance by staff members.All communication is provided to families on an as need basis in Spanish and Haitian Creole. |
| ***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***
 | Include information on our school website about Title 1 information and the Garner PIRC center.Parent/Family Informational Notebook (PIN) available in the front officeSend homeInformation about Title 1 Family resourcesFlyers and invitations Monthly calendars for the Garner PIRC centerBooks bridge schedule |