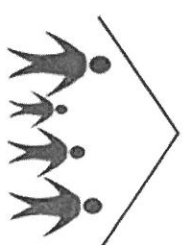


2017-2018 Title I Parent and Family Engagement Plan

Lake Gibson High School



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

At Lake Gibson High School, our vision is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, and comprehensive curriculum delivered in partnership with the community, families and a competent, qualified staff in a safe and caring environment.

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:

10/13/17

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?

All families are invited to view this plan, provide suggestions, revisions, ask questions, and otherwise provide feedback. We will present this plan at 2 annual meetings; it is available in our offices, along with feedback forms, and on our website. We will also share this via social media and have copies available at parent engagement nights.

How do you use the information from reviewing the plan to design strategies for more effective engagement?

This plan is reviewed a minimum of twice per year, to reflect feedback received. Student data, parent feedback, and teacher feedback is considered when changes are proposed and made to this plan. Through regular communication with parents and families, we update them of changes to this plan when they are made.

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 and families are invited to a minimum of two Title I annual meetings, offered at flexible and varying times and dates. Feedback forms soliciting input in the Title I funding decision-making process will be disseminated via students, our school website, our school Facebook page, open house, ACCEL night, Rise of the Great Pumpkin, Literacy Night, Freshman Orientation, etc.

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 will provide a framework for engaging parents, families, and school staff in capacity building events, which directly impact student achievement. This plan outlines the resources and materials that will be used to deliver a rigorous learning to experience to all students, as well as how parents and families can support them at home.

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 FLOE 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.

<i>Date and time you will hold your meeting?</i>	Wednesday, September 20, 2017 8:00 am Thursday, November 9, 2017 4:30 pm
<i>Notification and Invitation:</i> ○ <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i>	Parents are informed in an invitation sent home with every student, on the school marquee, on the school website (lgbraves.com), through the school's official Facebook page and on the Remind app.
<i>Information:</i> <i>Please describe how your meeting will cover information about:</i> <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. 	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.
<i>Barriers:</i> ○ <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i>	Our annual meeting will be offered once during the school day and once in the evening. We will offer childcare for the afternoon meeting. At each meeting, we will provide a small meal or refreshments. A translation of our invitation is available in our offices.
<i>Evaluations:</i> ○ <i>How will you get feedback from parents about the meeting?</i>	Parents will be given an evaluation form to complete. They may return it on site, or email their feedback to Sarah Whitaker, sarah.whitaker@polk-fl.net
<i>Parents who do not attend?</i> ○ <i>How will you get the information home to parents who do not attend the meeting?</i>	Information is available through the school website, and much of it is sent home with students.

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)**

<i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i>	At various times throughout the year we will host Title I annual meetings, SAC meetings, Orientation, Open House, Rise of the Great Pumpkin, Literacy Night, Freshman Orientation, ACCEL night and student involvement fairs. These are at various times of the year, and during the school day as well as after school hours.
<i>Describe what childcare, home visits and/or transportation services are provided by your school.</i>	Childcare is available during our Open House Annual Title I Meeting upon request. We also take into consideration requests for home visits and transportation services.

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.
- 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.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Open House	Parent awareness of student progress, graduation requirements	Refreshments, curriculum materials	November 9, 2017, 4:30, no		x	x	
ACCEL Night	Students and parents learn about accelerated programs offered at LG	Refreshments, curriculum materials, display boards	May, 2018, yes		x	x	
SAC Meetings	Parental involvement in decisions affecting student achievement	Refreshments, school improvement plan, budget	Monthly, yes		x	x	
Literacy Night	Parents learn about ELA curriculum and standards; FSA ELA	Refreshments, books to give away, curriculum materials	February, 2018, yes		x	x	
Freshman Orientation	Parents become familiar with graduation requirements, high school curriculum	Refreshments, curriculum materials, LG gear to give away	February, 2018, yes		x		
Rise of the Great Pumpkin	Parents engage in the School Parent Compact, receive information about core curriculum	Refreshments, curriculum materials, books to give away	October 24, 2017, 5:00, no		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 meetings • Parent surveys, District Parent Survey • Parent conferences 					
How do you evaluate effectiveness?		<ul style="list-style-type: none"> • Student achievement data • Informal feedback • Survey results 					
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.		We provide parents with information about accessing CPALMS for resources on standards-based learning, and the district Title I page for resources on building capacity. We provide free books to students and families to support strengthening literacy at home.					
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?		We offer student incentives for achievement using donated monies/goods from Midflorida Credit Union, Publix, Harrell's, End Zone, Rodda Construction, Olive Garden, Publix Charities, Bilal Powell Charly, All American Furniture, Harvest Meat Market and Beef O Brady's. Business partners regularly attend our SAC meetings and provide feedback.					

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
Book Study workshop on the Marzano Center's "The Essentials for Standards Driven Classrooms"	Throughout the study, our teachers and administrators will discuss how to effectively communicate standards-driven instruction with parents.	Book Study facilitated by Literacy Coach	Instructional Staff	October 2017- February 2018
Diversity Simulation	Through this training, teachers and administrators will learn the value of contributions by families of all socio-economic status, as well as how to effectively communicate and build ties with our diverse community members.	Simulation facilitated by Literacy Coach	All staff	January 2018

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?	Every student receives a "Right to Know" letter to take home to their families at the beginning of the school year.
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?	At Freshman Orientation, our students receive all of the graduation requirements, which include assessment and achievement levels. We also provide this information on our website. Additionally, scores and reports are sent home outlining achievement scores and desired results. Graduation status information is also provided on student and parent portals.
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	Each student receives and individualized report after state testing to take home to parents. Additional copies are available upon request.
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	We work with the HEARTH program; guidance staff coordinates necessary resources for these students.
○ Migrant	We provide translations of documents and translators for conferencing. Our ESOL facilitator provides resources for students when necessary.
○ Preschool	Our Little Braves Academy is operated by the Future Educators academy and serves children ages 3-4.
○ ESOL	Our ESOL teacher and para work closely with parents and families to ensure that language barriers are overcome in the instructional setting.
○ SAC School Advisory	Our members are voted in and all parents, business partners, community members, and student officers are invited to attend meetings.
○ PTO/PTA	N/A
○ Community Agencies	The Police Athletic League and the Little Braves Youth Football and Wrestling Organizations use our facilities throughout the fall.
○ Booster Clubs	Our booster club reaches out to businesses, community members and stakeholders in order to raise money for items our school needs.
○ Business Partners	Midflorida Credit Union, Publix, Harrell's, Regal of Lakeland, Rodda Construction, Olive Garden, Publix Charities, Bilal Powell Charity, All American Furniture, Harvest Meat Market, End Zone and Beef O Brady's are all companies that donate time, money and goods regularly to help increase student involvement in activities and academic achievement.

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)

<p>What opportunities do parents have to participate in their child (rens) education?</p> <p>Volunteer? Section 1116 (d) (c)</p> <p>Mentor?</p>	<p>Parents are welcome to volunteer in our school, at events and on field trips. We welcome parents to look at our volunteer information on the website, or speak to an administrator about volunteering. We welcome parents to attend all of our curriculum nights including ACCEL night, literacy night, and Freshman orientation. We encourage parents to engage access parent portal regularly.</p>
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<p>We provide communication in various forms including on social media, our website, in all of our offices, on the school marquee, and in forms sent home with students. We provide translations of our communication into our students' native languages.</p>
<p>What barriers hinder participation by parents in parental 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>	<p>Language, childcare, transportation, and work schedules all have an impact on our parental participation rates. This year we are seeking to provide more options for meetings, including during and after the school day, options for childcare, information about public transportation options, and meals at our meetings. By providing meals, we recognize it takes a burden off of our parents when they take time out of their day to join us at an event. We are offering translated versions of our informative documents as well.</p>
<p>How does your school provide information to parent's in their native language?</p> <p>What languages do you provide? Section 1116 (e) (5)</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>	<p>Our school provides translations of information into Spanish and Haitian Creole, appropriately reflecting our student demographics. Upon request we will have translators present at meetings and workshops.</p>
<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 	<p>Our school displays information about resources available to parents and students in all of our offices, and on a bulletin board next to our guidance office. We also have this information on our website, which is linked from our official Facebook page.</p>