



2018-2019 Title I Parent and Family Engagement Plan

Sleepy Hill Elementary



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

As Explorers at Sleepy Hill Elementary, we will implement district curriculum to prepare all students to be full participants in the global community of the future. We will show respect, display healthy attitudes, explore responsibly, and use safety always. We will provide our parents the opportunity to attend activities that will build capacity in ways that they can help their child succeed at school. The parents will be invited to give input through our PAC.

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	
<p>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).</p> <p>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.</p>	
Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?	Parents and families are given opportunities 3 times a year to provide input through surveys, evaluations, and email. In the spring, parents and family members are invited to attend a meeting and/participate in evaluating the schools current Parent and Family Engagement Plan and Compact. In the summer, parents/family members are invited to participate in the development and revising of the School Improvement Plan. In the fall, the School Advisory Council will approve the revised School Improvement Plan and the Parent and Family Engagement plans.
How do you use the information from reviewing the plan to design strategies for more effective engagement?	Our volunteer Parent Advisory Council (PAC) and School Advisory Council (SAC,) which is elected every October, will meet as needed to plan, review, and revise the Parent and Family Engagement Plan, and School Improvement Plan (SIP). At these meetings, input will be given and suggestions will be made for improvement of the Title I compact and Parent and Family Engagement Plan. We will also review the parent survey to look for ways to improve our communication. Our teachers and curriculum team will work together to plan parent workshops to assist parents in helping their students with reading and math. Documentation will be provided in the form of meeting minutes and sign-in sheets. Copies are available on school website and will be kept in TASK.
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?	Our PAC and SAC meet to discuss how the 1% of parent involvement and lottery funds will be spent.
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?	After surveying and meeting with parents, workshops will be held for parents and family members in the areas of reading and math. Families will be given tools, strategies, and resources to help them work with their child at home in order to help improve academic success.
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 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>	September 13, 2018 at 6:00pm
<u>Notification and Invitation:</u> <ul style="list-style-type: none"> <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i> 	Send out invitations and reminders via backpack, agendas, class dojo, website, and Facebook page.
<u>Information:</u> <i>Please describe how your meeting will cover information about:</i> <ul style="list-style-type: none"> <i>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.</i> 	<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, 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.</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>
<u>Barriers:</u> <ul style="list-style-type: none"> <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i> 	For those with a language barrier we will have translator available at each family night. All flyers will be two sided English on one side and Spanish on the other. We will offer free meals at all of our parent nights to increase attendance, and when appropriate we will offer childcare so that parents may attend meetings.
<u>Evaluations:</u> <ul style="list-style-type: none"> <i>How will you get feedback from parents about the meeting?</i> 	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.
<u>Parents who do not attend?</u> <ul style="list-style-type: none"> <i>How will you get the information home to parents who do not attend the meeting?</i> 	For parents working and cannot attend, we will make sure to send home packets of information to those students that do not attend family nights.

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>	Parent surveys were reviewed to determine the best times to hold meetings. Evenings/afternoons were preferred. We will offer meetings at flexible times of day so that parents may pick the time that best fits their schedule. Conferences are held before and after school and by phone. We will offer babysitting and translation when appropriate. On our campus we have a Parent Information Resource Center (PIRC) and they will offer classes at flexible times.
<i>Describe what childcare, home visits and/or transportation services are provided by your school.</i>	For some parent workshops, our school offers limited childcare or children's activities while parents attend a workshop. Our social worker makes home visits to conference with parents who cannot attend a school conference. Our school makes every attempt to address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.

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)**

<i>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?</i>	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.
<i>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?</i>	Annual Parent meeting, Website, Newsletters (school and/or grade level), Parent conferences, Parent workshops, APTT/data night, PIN
<i>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?</i>	Parent/Teacher conferences are held at least once a year and daily communication through agendas and/or email is used to address expected proficiency levels, curriculum, and assessments that will be given throughout the year. Interim reports are sent home 4 times a year to keep parents updated on progress. Parents are encouraged to sign up for a Parent Portal account where they can check up on student progress daily. Important dates/information will also be printed in student agendas and can be found on our district/school websites.
<i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i>	In the fall when students return to school, individual FSA reports are given to the parents at orientation, during their first parent conference, or with their first report card.
<i>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?</i>	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.

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	<u>Impact on Student Achievement</u>	<u>Materials</u>	<u>Tentative Date/Time</u> Is it flexible?	<u>Transportation</u>	<u>Refreshments</u>	<u>Childcare</u>	<u>Translation</u>
Curriculum /Florida Standards	Provide information and activities that train parents how to help their students improve at home. We will also provide parents with information on the Language Arts and Mathematics Florida Standards.	Information on where to locate Florida Standards by Grade level. Individual student data.	November 8, 2018 6:00pm February 7, 2019 6:00pm		x		X
State Tests & Achievement Levels	Provide test taking strategies to parents and 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 addition information on the standards will be shared with parents	November 8, 2018 6:00pm February 7, 2019 6:00pm		X		X
Transition (Kdg, MS, HS)	These workshops will provide information to parents to help their child make a smooth transition with change in school.	Provide parents of incoming Kindergarteners information on how to prepare their child for school.	Kindergarten Round Up Spring 2019		X		X
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home	Information on the Language Arts Standards	November 8, 2018 6:00pm February 7, 2019 6:00pm		X		X
Technology, Parent Portal	Provide parents information on how to navigate the Parent Portal to check their child's grades. Materials on internet safety, cyber bullying and information on other educational websites	Materials on internet safety, cyber bullying and information on other educational websites.	November 8, 2018 6:00pm February 7, 2019 6:00pm		X		x
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?	SAC, PAC meetings, Parent surveys, District parent survey, Evaluations at all workshops, PAC meetings to review compact/PFEP
How do you evaluate effectiveness?	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 (ren) to support learning at home? Give examples.	Newsletters and website with tips, Curriculum guides, Strategies for parents to use at home, Books/reading materials Information in other languages
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	We include business partners on our SAC, and collaborate with a local church for assistance with needs for food, clothing, and school supplies.

- 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 ...				
<ul style="list-style-type: none"> ○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i> ○ <i>the value and utility of contributions of parents/families</i> ○ <i>how to implement and coordinate parent/family programs</i> ○ <i>how to build ties between parents/families and the school</i> 				
<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Effective Communication/ Parent Conferences for School Staff	Making parents feel more welcome will correlate to increased family involvement and higher achievement	Parent Involvement Facilitator	All classroom teachers	Fall 2018
APTT-Academic Parent Teacher Teams	Learn to implement APTT to form parent/ teacher teams to share student data and strategies for parents to help their child at home.	Parent Involvement Facilitator	All classroom teachers	Fall 2018

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	Homeless students identified by our school counselor, social worker, or by parents will be provided services such as transportation through the HEARTH program
○ Migrant	Migrant students enrolled at Sleepy Hill Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
○ Preschool	We have pre-k resource teachers that work with our Head Start staff and conduct monthly building capacity activities with our pre-k parents to assist them in working with their children at home.
○ ESOL	Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
○ SAC School Advisory	All parents are invited to attend meetings. Members are elected or appointed by their peers to reflect and represent the make-up of the school population. Notifications are sent home in backpacks, the school marquee, the school website, by Dojo, and our Facebook page. Any parent can speak at the meeting but only elected member may vote.
○ PTO/PTA	N/A
○ Community Agencies	Business partners are included on our SAC and we collaborate with a local church for families in need of food, clothing, and school supplies. We receive donations of uniforms and school supplies from the Kiwanis and Rotary Clubs.
○ Booster Clubs	N/A
○ Business Partners	Business partners are included on our SAC and we collaborate with a local church for families in need of food, clothing, and school supplies. Our Boys to Men club has a business partner that serves as a mentor to our boys in need. We invite some of our daycares, Sam's Club and local YMCA to be a part of our SAC.

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? Volunteer? Section 1116 (d) (c)</p>	<p>Parents are encouraged to visit our campus at any time. We conduct a volunteer orientation at the beginning of each school year. Volunteer opportunities are listed each month in our school newsletter. If parents cannot volunteer at school, teachers will send things home to be cut out, organized, stapled, etc.</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>Our school uses many forms of communication in an effort to reach all parents. They include: The PFEP and the compact, school messenger, flyers, notifications/invitations, class Dojo, website and Facebook page, school marquee, school and/or grade level newsletters, parent workshops, SAC meetings, , Report cards, interim reports, state assessment/curriculum information</p>
<p>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)</p>	<p>Have translator available at each family night. All flyers will be two sided English on one side Spanish on the other. Parents working and cannot attend, we will make sure to send home packets of information to those students that do not attend family nights. We will offer free meals at all of our parent nights to increase attendance. When appropriate we will offer childcare so that parents may attend meetings.</p>
<p>How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)</p>	<p>All of our school communications are sent home in English and Spanish.</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>At each event, our ESOL paraprofessionals or bi-lingual teachers are available to translate upon request. When possible, workshops and presentations are done in both languages</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 • Other 	<p>Each time we have an event at school the Parent/Family Resource center located on our campus stays open to serve and parents are encouraged to stop by. The Books Bridge Bus is invited and our technology teacher is available to assist parents to sign up for the Parent Portal. Our school website contains links to testing and curriculum information and In the office the Parent Involvement Notebook (PIN) has information available to parents on many topics.</p>