



# 2018-2019 Title I Parent and Family Engagement Plan

## Chain of Lakes Elementary



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

The purpose of our parental involvement program is to foster relationships among students, their support system, and school personnel. We will accomplish this endeavor by hosting meaningful family engagement opportunities. In addition, we will equip families with the resources and knowledge they need to help us effectively educate their child. Together, our goal is to build strong parent-school relationships that enable students to master the Florida State Standards.

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: Victor Duncan

Date: September 1, 2018

Involvement of Parents	
<b>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).</b> 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.	
<b>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</b>	We encourage and welcome the involvement of parents in the development, implementation, and evaluation of the Title 1 program plans. We provide many avenues for parents to provide their input. Chain of Lakes Elementary uses methods such as meetings, newsletters, fliers, our marquee, feedback forms, school website, community-based meetings and email to collaborate with parents in the creation and evaluation of plans.
<b>How do you use the information from reviewing the plan to design strategies for more effective engagement?</b>	Stakeholder and parent feedback forms will be reviewed by the school's leadership team. All parent comments and suggestions will be taken into consideration and implemented if possible into the Parent Involvement Plan.
<b>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?</b>	Our school SAC (School Advisory Council) is comprised of various stakeholders, volunteering their time to reflect and discuss the Title 1 program, School-Parent Compact, and the Parent Involvement Plan. The SAC committee and parents will be invited to give feedback on the School-Parent Compact and Parent Involvement Plan through feedback forms, agendas or meetings.
<b>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</b>	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.
<b>How will this plan assist in providing high quality instruction for all learners?</b>	Students and their families will be given a variety of opportunities throughout the school year to apply their knowledge of Florida State Standards in engaging academic evenings. Each of the scheduled events will provide parents with the resources and tools needed to work with their child at home in an effort to increase student achievement. Translators and translated handouts will be provided at all meetings for our limited English proficient families.
<b>How will the school share comments received from parents/families?</b>	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.
<b>How will this plan be made available to the community?</b>	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.	
<b><u>Date and time you will hold your meeting?</u></b>	The Annual Parent Meeting will be held in conjunction with Open House the evenings of <b>September 18<sup>th</sup> and September 20<sup>th</sup> from 5:30 – 7:00.</b> Parents who are unable to attend will be able to view the presentation on the school website.
<b><u>Notification and Invitation:</u></b> <ul style="list-style-type: none"> <li>How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	Parents will be notified of the Annual Parent Meeting through monthly newsletters, fliers and on the school marquee.
<b><u>Information:</u></b> <b><u>Please describe how your meeting will cover information about:</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<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>
<b><u>Barriers:</u></b> <ul style="list-style-type: none"> <li>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	Translators and translated handouts will be made available to parents at all events.
<b><u>Evaluations:</u></b> <ul style="list-style-type: none"> <li>How will you get feedback from parents about the meeting?</li> </ul>	Family feedback forms will be made available at the conclusion of each event. The feedback will be considered and applied to future events.
<b><u>Parents who do not attend?</u></b> <ul style="list-style-type: none"> <li>How will you get the information home to parents who do not attend the meeting?</li> </ul>	Parents who are unable to attend will be able to view the presentation on the school website. Handouts will be made available in the office and available to be sent home for parents requesting them.

## 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)**

<b><u>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</u></b>	Parents will be notified of parent meetings through monthly newsletters, fliers and on the school marquee. The events are scheduled after school to accommodate our families who cannot attend during the school day.
<b><u>Describe what childcare, home visits and/or transportation services are provided by your school.</u></b>	Teachers are encouraged to keep an open line of communication between themselves and the student's families. This can be accomplished through flexible scheduling for parent conferences. This includes home visits to meet the needs of all families. Our school provides English translation services and ASL translation for parents who require it.

## 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.

<b>Title Topic</b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> Is it flexible?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>
<b>Curriculum /Florida Standards Winter Academic Night</b>	Integrating foundational literacy and math skills in an engaging way to encourage at home practice.	Florida State Standard based activities	December 11 <sup>th</sup> , 2018 from 5:30-7:00		x		x
<b>State Tests &amp; Achievement Levels FSA Family Night</b>	Parent understanding of Florida State Standards, FSA testing overview, exploration of testing resources.	Florida State Standards Technology	January 17 <sup>th</sup> , 2019 from 5:30-7:00		x	x	x
<b>Transition (Kdg, MS, HS) Middle School Showcase &amp; Kindergarten Round-Up</b>	Both events allow parents to understand the educational programs available to their student for the upcoming school year.	Informational brochures Applications	November 15 <sup>th</sup> , 2018 from 6:00-7:00  Spring 2019				x
<b>Literacy 1116 (e) Family Reading Nights</b>	Integrating reading skills throughout mini-activities for both the parent and student.	Florida State Standard based activities	October 11 <sup>th</sup> , 2018 from 5:30-7:00 January 29 <sup>th</sup> , 2019 from 5:30-7:00 May 16 <sup>th</sup> , 2019 from 5:30-7:00				x
<b>Technology, Parent Portal Orientation</b>	Allows parents to monitor student achievement and ensure students are progressing through grade level standards	Technology	August 9 <sup>th</sup> , 2018 from 4:00-7:00				x
<b>College and Career Great American Teach-In</b>	Students understand the practical use of Florida State Standards to real-world applications.	Community Stakeholders	November 7 <sup>th</sup> , 2018				x
<b>Graduation Requirements/Scholarships</b>	N/A						
<b>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?</b>		Parent needs are assessed through surveys and feedback forms provided at each activity. Feedback on workshop events is provided through our PTO and School Advisory Council (SAC).					
<b>How do you evaluate effectiveness?</b>		Parents are encouraged to complete a feedback form at the conclusion of each activity.					
<b>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.</b>		Parents are provided opportunities to participate in and take home materials supporting Florida State Standards during each of our academic evenings.					

<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>	Our school organizations such as SAC (School Advisory Council) and PTO (Parent Teacher Organization) are comprised of various members from the community. The members of these organizations serve as our liaison between the school and the community. Through partnerships with businesses and various organizations in the community support is provided to our students to improve student achievement. Support is shown through donations of supplies, monies, displaying of our students' achievement in local business, etc.

- 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.

## 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"> <li>○ how to reach out to, communicate with, and work with parents/families as equal partners,</li> <li>○ the value and utility of contributions of parents/families</li> <li>○ how to implement and coordinate parent/family programs</li> </ul>				
how to build ties between parents/families and the school				
<b>Please describe below how you do this.</b>				
<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>
<b>Effective Parent-Teacher Relationships</b>  <b>(Poverty Simulation)</b>	Effective and continual dialog between the school staff and parents allows for clear communication of student progress on Florida State Standards.	Workshop through Professional Learning Community.  Administration	All school staff	October 3 <sup>rd</sup> , 2018 (Early Release Staff Development)
<b>Effective Communication for Office Staff</b>	Effective communication in the office allows parents to feel welcome to participate in their child's school.	Workshop  Administration	Office Staff and Leadership Team	August 9 <sup>th</sup> , 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?	Personnel qualifications are available at the parent's request in the office.
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?	Teachers have flexibility in scheduling parent conferences to discuss student academics. Parents are encouraged to participate in school activities/meetings and to provide input focused on increasing student safety or achievement.
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	Student score reports are made available through the office at parent request. Score reports not picked up are distributed to students with the first interim reports, at the beginning of the school year.
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:**

○ <b>Homeless</b>	This program is designated to assisting homeless and in-transition families and children by eliminating barriers to school enrollment, attendance, stability, and overall academic success. We work to ensure children experiencing homelessness have the same opportunities for educational success as housed students in Polk County.
○ <b>Preschool</b>	Two full-day and ½ day classes are dedicated to providing a classroom that addresses the child's developmental and educational needs.
○ <b>ESOL</b>	Title III provides supplemental resources for English Language Learners (ELL) such as translation services and paraprofessionals.
○ <b>SAC School Advisory</b>	SAC meeting dates are sent out to members for approval at the beginning of every academic school year. The SAC listens to needs of the surrounding community and our school and attempts to brainstorm a resolution.
○ <b>PTO/PTA</b>	PTO works in conjunction with the parents, school staff and community to align resources to help meet the academic needs of our students.
○ <b>Community Agencies</b>	The surrounding community supports our school through a variety of events that provide technology and other resources to our students.
○ <b>Business Partners</b>	Business partners work in conjunction with SAC and PTO to align resources to meet the academic and social needs of our students.

## 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><b>What opportunities do parents have to participate in their child (rens) education?</b>  <b>Volunteer?</b>    <i>Section 1116 (d) (c)</i>  <b>Mentor?</b></p>	<p>Parents are encouraged to volunteer, join PTO and attend school events.</p>
<p><b>What forms of communication do you provide parents, in an understandable and uniform format related to;</b></p> <ul style="list-style-type: none"> <li>• <i>school and parent programs</i></li> <li>• <i>meetings</i></li> <li>• <i>school reports</i></li> <li>• <i>and other activities</i></li> </ul>	<p>Fliers, newsletters, website, text services, communication via student agenda</p>
<p><b>What barriers hinder participation by parents in parental involvement activities?</b>  <b>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)</b></p>	<p>Parents may contact us by email, phone, school website, Agendas or a visit to the school.</p>
<p><b>How does your school provide information to parent's in their native language?</b>  <b>What languages do you provide?</b>    <i>Section 1116 (e) (5)</i>  <b>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</b></p>	<p>Translators are available at all times to assist in translating or writing of concerns/input. Parents of students receiving Special Education services, will receive updates on student Individual Education Plan and/or students' progress on the Multi-Tiered Support Services.</p>
<p><b>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</b></p> <ul style="list-style-type: none"> <li>• <i>Title I Parent/Family Resource Centers</i></li> <li>• <i>Books Bridge Buses</i></li> <li>• <i>Parent University</i></li> <li>• <i>Other</i></li> </ul>	<p>We will send home informational fliers about these programs to parents.</p>