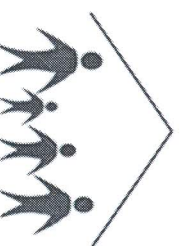


2017-2018 Title I Parent and Family Engagement Plan



PURCELL ELEMENTARY

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

Purcell Elementary School will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. Our doors are always open and we welcome all parents and families to be a part of their child's/children's learning. Purcell expects students to follow our PBS expectations as stated, Purcell panthers are problem-solvers, who use tolerance, respect and responsibility to become life-long learners.

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: M. Schell

Date: 11/25/17

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 parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised three times 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 three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home.

How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?

Parents are asked during our revision sessions about ideas and things they would like to see improved or changed to improve family engagement, as well as, staff needs and training.

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/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 high quality instruction on a daily basis.

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.

Date and time you will hold your meeting?

10-19-17, 12-4-17, 2-15-18, and 4-26-18 from 4:30-5:30 p.m.

Notification and Invitation:

- How will you inform and invite parents/families in a timely way about the Annual Meeting.

Parents will be notified by way of flyers, sticky notes in planners, and social media. The information will also be posted on our marquee.

Information:

Please describe how your meeting will cover information about:

- the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.

The 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

Childcare will be offered in the gym for parents who need help with babysitting. Additionally, translators will be available for help with communication needs.

Evaluations:

- How will you get feedback from parents about the meeting?

Parents attending meetings will be given a survey to complete in order to provide feedback.

Parents who do not attend?

- How will you get the information home to parents who do not attend the meeting?

Parents will receive information during our portfolio conferences if they were unable to attend the meeting.

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
Curriculum /Florida Standards	Provide information to parents on standards by grade level and how they can help their child at home. Grades 3-5 take the FSA state assessment.	Handouts and information provided by classroom teachers by grade level.	10-19-17, 2-15-18 6:00 and 7:00 pm.			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 questions and test taking tips to help their child.	Workshop 2-15-18 6:00 and 7:00 pm.			X	X
Transition (Kdg, MS, HS)	Workshops to be held to provide information to parents to help with a smooth transition with change in school level.	Provide parents of incoming kindergarten information on how to prepare their child for school. Parents of 5 th grade students will attend the informational meeting at MMS in the spring. Free books/pamphlets with reading tips and strategies.	Kdg. Round Up April 2018 3:00-6:00 p.m. MMS workshop in May, 2018		X	X	X
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home.		Donuts with Dad 1-19-18 @ 7:30 a.m. Muffins with Mom 2-14-18 @ 7:30 a.m.		X		X
Technology, Parent Portal	Provide parental support on how to navigate the portal.	Parent conference and academic nights	October Portfolio conferences 2-15-18			X	X
College and Career							
Graduation requirements and Scholarships							

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>	During our workshops we offer two different rotations of time for parents with multiple children or for families who need a different time to attend.
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, parent surveys, district parent survey, evaluations, parent meetings
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 with tips, Message on Hold service, social media tips, curriculum guides, handouts, portfolio conferences, student conferences with parents
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	We partner with community members, churches, through mentoring programs, SAC, Great American Teach-In, service clubs, social media support and rewards.

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.

<u>Topic - Title</u>	<u>Purpose?</u>	<u>Implementation format:</u> (Workshop, book study, etc.) Presenter?	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Dual Capacity Framework Dr. Karen Mapp	How does this help staff build school/parent relationships? Research based strategies for building family and community partnerships.	Leadership Team will lead a discussion with the staff of the framework view video clips.	All teachers and support staff.	January 2018- Staff meeting/work day
Family Friendly Schools	Tips for making our school more friendly and welcoming for parents and visitors.	Principal shared PD with staff at the beginning of school.	All teachers and support staff.	August 4 th , Staff meeting
Whole Child learning and C.H.A.M.P.S./PBIS	Building relationships with students and parents.	Staff development workshops by leadership team- R. Payne, Mrs. P and DJ, Ron Clark practices, reflections	All teachers	On-going

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?	Parents are permitted to request professional qualifications of classroom teachers and paraprofessionals. Documentation can be provided as requested.
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?	Annual Parent meeting, website, social media, newsletters, grade level newsletters, Class Dolo, parent conferences, parent workshops, progress monitoring data, parent involvement notebook.
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	State/district reports, parent conferences
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	Our school works with HEARTH through our guidance office and classroom teachers. Through conversations and strong relationships teachers are able to identify students are by definition considered "homeless." We help maintain consistency, clothing, and resources to parents.
○ Migrant	Migrant students are served through our migrant para. She provides information, tutoring, and resources to migrant children and families.
○ Preschool	Preschool is a vital program on our campus by helping to prepare students for kindergarten. VPK students are included in all programs and events on campus.
○ ESOL	We have two ESOL paras who work with families and students on a daily basis. Parent conferences, tutoring, translation services during IEP's, 504's, and teacher messages are areas that our paras work to support our growing ESOL population.
○ SAC School Advisory	Members of our SAC committee are recruited by teachers, administration and through advertisements in our newsletters and web pages. Parents are notified of meetings and all are welcome to attend and encouraged to share ideas and/or concerns. SAC members are educated about our SIP, Parent involvement, upcoming events, legislative changes/modifications, school grade, how to help students with curriculum, lottery funds, and SAC funds.
○ PTO/PTA	NA
○ Community Agencies	We have many businesses, churches, Mulberry Boy's and Girl's clubs, and daycares that are invited to be members of SAC and various events year long.
○ Booster Clubs	NA
○ Business Partners	We have many businesses, churches, Mulberry Boy's and Girl's clubs, and daycares that are invited to be members of SAC and various events year long.

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 (ren)s education? Volunteer? Section 1116 (d) (c)</p> <p>Mentor?</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>Parents are encouraged to become volunteers, mentors, chaperones at our school throughout the year.</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>We provide many forms of communication with our parents: Parent Involvement and Engagement plan, Compact, flyers, newsletters, sticky notes, website, social media-FB, school marquee, parent nights, report cards, interims, state assessments, SAC meetings.</p> <p>Some of the possible barriers include transportation, language, work schedules and extra-curricular activity conflicts in schedules. We provide translators, child care, and rotating of times.</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>We provide translators and send most communications home in Spanish.</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>In order to encourage additional opportunities we use our website, social media, stickers, flyers and newsletters to advertise the various Title One opportunities such as Parent Resource Centers, and Parent University.</p>