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**2018-2019 Title I Parent and Family Engagement Plan**

**EAGLE LAKE ELEMENTARY**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| We, at Eagle Lake Elementary, supported by family and community, are committed to promoting rigorous, relevant learning experiences in a safe, positive learning environment where students will be respectful, productive, and responsible citizens. |

**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: Connie Loutzenhiser Date: April 16, 2018

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| **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, guardians, and families are invited to participate in developing, providing input, and revising this plan |
| ***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 surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child’s academic achievement. Results from surveying parents is used to plan parent and staff trainings. | |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | Parents were invited via invitation, marquee, label in the agenda, an agenda, sign in sheets, and minutes and/or specific input given by parents.   |  | | --- | | Copies of the meeting invitation, agenda, sign in sheets and minutes containing all parent suggestions is kept on file as documentation. | |
| ***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 the high quality instruction provided during the school day. | |
| ***How will the school share comments received from parents/families?*** | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan. |
| ***How will this plan be made available to the community?*** | This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

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| |  |  | | --- | --- | | **Flexible Parent Meetings:**  The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)** | | | ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | All dates and times of events are posted on our school website. Parent events are held at two different times and days to accommodate parents. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | None | |
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| **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?*  September 28, 2018** | Our Annual Parent Meeting will be Thursday, September 13, 2018 from 6pm to 7:30pm. Our meeting will begin in the cafeteria followed by going to their child’s classroom. All parents are invited and encouraged to come. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All parents are notified of the Title 1 Annual Parent Meeting via an invitation, and flyer sent home the week of the meeting, a label in the student’s agenda 2 days before the meeting, and the marquee. Additionally, information regarding the meeting will be located on our school website. |
| ***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, Transportation. Translation of the PowerPoint is given out in Spanish and English. A translator is also available at the Title 1 Annual Parent Meeting and Open House. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Evaluations will be located in each classroom for parents to fill out before leaving. Evaluations always include questions as to what parents would like to see for future meetings, improvements we can make, any questions or concerns they may have. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | All information from the meeting will be located on the school website. |

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| **Building Capacity of Parents**  School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement **[Section 1116(e) (1-3).** School will provide materials and training to help parents work with their child to improve their child’s academic achievement. **[Section 1116(e) (2).**  **Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.**   * *How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.*  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Title**  **Topic** | **Impact on Student Achievement** | **Materials** | **Tentative**  **Date/Time**  **Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** | | **Curriculum /Florida Standards** | Provide information to parents/guardians on the Florida Standards by grade level. Include ways they are able to help their child at home.  Grades 3-5 take the FSA. | Handout on the Florida Standards by grade level. | September 13, 2018 6pm  TBA |  |  |  | X | | **State Tests & Achievement Levels** | Provide test taking strategies to parents and also information on the assessments their child will be expected to take. | Parents will be give test taking tips to help their child and additional information on the standards. | TBA |  |  |  | X | | **Transition (Kdg, MS, HS)** | These will provide information to parents on making a smooth transition with change in school. | Parents will be provided a KG packet of information on preparing their child for school.  Trip to Middle School? Or Middle School coming here? | KG Round Up April  Getting ready for Middle School April/May |  |  |  |  | | **Literacy 1116 (e)** | Provide parents with strategies to help them read with their child at home. | Handouts in Spanish and English for parents. | September 13, 2018 6pm |  |  |  | X | | **Technology, Parent Portal** |  |  |  |  |  |  |  | | **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?** | | Evaluations from events held on campus. | | | | | | | **How do you evaluate effectiveness?** | | Evaluation results, Data collected, 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.** | | School Newsletter, Strategies and materials given to parents, Information in other languages, Information on our website | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | Local churches and community organizations help provide additional materials for students to be utilized in the classroom to improve student achievement. Community members come and volunteer in the classrooms and mentor students to help improve their academics. | | | | | |  * *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.* |

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| **Building Capacity of Staff (Trainings)** | | | | |
| The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents’ contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **[Section 1116(e) (3).** | | | | |
| **Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff …**   * ***how to reach out to, communicate with, and work with parents/families as equal partners,*** * ***the value and utility of contributions of parents/families*** * ***how to implement and coordinate parent/family programs***   ***how to build ties between parents/families and the school*** | | | | |
| **Please describe below how you do this.** | | | | |
| **Topic -Title** | **Purpose?**  How does this help staff build school/parent relationships? | **Implementation format:**  (Workshop, book study, etc.)  **Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| Engaging Students with Poverty in Mind, Eric Jensen | Utilizing strategies to improve student achievement especially for students who struggle with poverty. | Administration | Teachers | August 2017 – May 2018 |
| Building Parent and Family Relations | Helping staff build positive relationships with parents and families. | PowerPoint | Teachers | February 26, 2018 |
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| **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?** | We send parents the 4 week letter regarding teachers. Parents may also call the school to request additional information. |
| ***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, Parent Conferences, Newsletter, and Website |
| ***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. |

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| **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. |
| * ***Migrant*** | Information is sent home in their native language. |
| * ***Preschool*** | We do have a Preschool on campus and work in conjunction with the teachers and parents in preparing them for Kindergarten. |
| * ***ESOL*** | We have an ESOL Para. Information is sent home in the parent’s native language. |
| * ***SAC School Advisory*** | Members are voted on and all parents are invited to attend every SAC Meeting. Meeting notices are sent home through the school newsletter. |
| * ***PTO/PTA*** | Members are voted on parents are invited to attend. |
| * ***Community Agencies*** | Members of our community are invited to be on our SAC and work with us during the holiday seasons to give our students food and gifts. Local churches and businesses supply our school with additional school supplies and food for our students in need. |
| * ***Booster***   ***Clubs*** | We don’t have a Booster Club. |
| * ***Business Partners*** | BayCare – Angel Tree; Toys for Tots – Marines; Hope Organization; K Kids – Kwanas; National Honor Society; IMAG – Lake Region |

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| **Accessibility** | |
| The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. **Sec 1116(e)(5) and 1116(f)** | |
| ***What opportunities do parents have to participate in their child (rens) education?***  ***Volunteer?*** *Section 1116* (d) (c)  ***Mentor?*** | Volunteering and Mentoring. |
| ***What forms of communication do you provide parents, in an understandable and uniform format related to;***   * ***school and parent programs*** * ***meetings*** * ***school reports*** * ***and other activities*** | School Compact  Flyers, Notifications, and Invitations  Website  Student Agendas  Marquee  Report Cards, Interim Reports, State Assessment Reports |
| ***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)*** | Transportation, Childcare, Work Schedules, Split Families,  Language Communication, and Natural Disasters |
| ***How does your school provide information to parent’s in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)*  ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Translation is provided at Parent Conferences and School Events.  Communication is provided in Spanish/HC for parents, when needed |
| ***How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.***   * ***Title I Parent/Family Resource Centers*** * ***Books Bridge Buses*** * ***Parent University*** * ***Other*** | We let all parents know about the local Title 1 Parent/Family Resource Centers, where they are located, and services they provide for parents and students. |