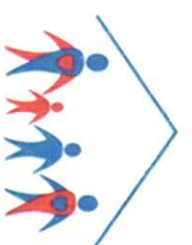


## 2018-2019 Title I Parent and Family Engagement Plan

### Dixieland Elementary



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

Dixieland will strive to BUILD RELATIONSHIPS with 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.

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: Dawn Clark

Date: 7/31/2018

### 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 throughout the year to check progress and make changes as needed. Reviewing student data provides valuable information to help determine needs for support of students and parents to better understand the curriculum, state assessments, strategies, and resources to support learning at home and school.

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 were invited to provide input from the 2017-2018 plan to make improvements for the 2018-2019 plan. An invitation through newsletter was sent to invite all parents to attend the parent meeting held on May 7<sup>th</sup>. In April, a survey was sent home to all parents to give input. Copies of the meeting invitation, agenda, sign in sheets and minutes containing all parent suggestions is kept on file as documentation.

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 system. All documents have been uploaded for compliance.

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 providing parents information regarding the Florida Standards and strategies to help at home 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 FDOE 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)**

|   |   |
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| 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>Date and time you will hold your meeting?</b>  | Our Title 1 Annual Parent Meeting will be held on Tuesday, August 28 <sup>th</sup> and Tuesday, September 4 <sup>th</sup> . Both meetings begin at 4:30 pm in our school cafeteria. Following the Title 1 Annual Meetings, families are invited to visit their child's classroom for Open House. Open House will be on August 28 <sup>th</sup> for K-2 and September 4 for Grades 3-5. Students and parents will be involved in goal setting for student success throughout the year. Parents will be informed of grade level curriculum, state and local assessments, and achievement level expectations.  |
| <b>Notification and Invitation:</b><br><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>  | All parents will be notified of the Annual Parent Meeting via a flyer sent home with students, Remind text, newsletter, school marquee, school website, and a reminder sticker in the child's agenda.   |
| <b>Information:</b><br><b>Please describe how your meeting will cover information about:</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>  | The Title I District Parent and Family Engagement Coordinator provides each school with a PowerPoint Presentation that incorporates information on: 1. The Title I Program 2. Parents' Right to Know 3. Curriculum and Assessment information 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.<br><br>Dixieland personalized the PowerPoint by elaborating on how our Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at our school, how to access staff, and information on our school's curriculum.<br><br>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 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. |
| <b>Barriers:</b><br><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>   | Dixieland is a neighborhood school and many of our children walk to school. Transportation has not been identified as a barrier. Parents are welcome to bring their families including all of their children, so childcare is not needed. Translation of the agenda, PowerPoint, and evaluation are provided in Spanish.  |
| <b>Evaluations:</b><br><ul style="list-style-type: none"> <li>How will you get feedback from parents about the meeting?</li> </ul>  | Every parent who attends the meeting is asked to complete a short evaluation of the meeting.  |
| <b>Parents who do not attend?</b><br><ul style="list-style-type: none"> <li>How will you get the information home to parents who do not attend the meeting?</li> </ul>  | For parents who are not able to attend this meeting, the PowerPoint will be available on our website.   |

## 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)**

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| <b>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</b> | At the beginning of the year, all parents are given a calendar of events for the entire school year. All dates are posted on our school website. Based on our parent surveys, 4:30-6:30 is a convenient time and the Parent Meeting is offered on two different days. |
| <b>Describe what childcare, home visits and/or transportation services are provided by your school.</b>  | Our school addresses barriers that hinder parents/family engagement on a needs basis or if requested. Since Dixieland is a neighborhood school, transportation is not a barrier.  |

## 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)**

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| <b>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?</b>                           | 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.  |
| <b>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?</b> | The Right to Know letter is sent home within the first week of school, is posted on the website, and is placed in our Parent Involvement Notebook.  |
| <b>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?</b>                                    | <p>Parents are informed of curriculum, assessments, and achievement levels in many ways: Translations of all materials are made available in Spanish as well as placement on our website in both languages.</p> <ul style="list-style-type: none"> <li>• Annual Parent Meeting</li> <li>• Website</li> <li>• Newsletters (grade level)</li> <li>• Parent Conferences</li> <li>• Progress Monitoring (Interims, Report Cards)</li> <li>• Parent Involvement Notebook</li> <li>• Student-Led Portfolio Night</li> <li>• Parent Nights (Literacy, Math)</li> </ul> |
| <b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments.</b>  | When state scores are released, parents are notified and asked to come to the school to receive their child's state assessment results. If parents are unable to come to the school, results are sent via mail.   |
| <b>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?</b>                       | 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)].

| 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. | Impact on Student Achievement   | Materials   | Tentative Date/Time<br>Is it flexible?   | Transportation | Refreshments | Childcare | Translation |
|---|---|---|--|----------------|--------------|-----------|-------------|
| Annual Meeting & Open House<br>Student Led Portfolio Night<br>(Curriculum /Florida Standards)   | Provide information to parents regarding curriculum, grade level standards, and ways to help at home. (Grades 3-5 take the FSA state assessments.) Involve parents and students in goal setting and tracking. | Annual Meeting PowerPoint.<br>Florida Standards by Grade level.<br>Standards-based work with rubrics.<br>Grade level expectations.<br>Stickers to remind.<br>Folders for portfolios.<br>Ink Cartridges, colored paper, poster paper (advertisement and printing materials)  | Annual Meeting 8/28 & 9/4 4:30-6:30 PM<br>Portfolio Night 1/29 4:30-6:30 PM                                  | X              |              |           | X           |
| Family Game Night (Math);<br>Donuts with Dad; Muffins with Mom'<br>(State Tests & Achievement Levels)   | Engage parents and students in standards based activities. Provide state test and achievement level expectations.   | Refreshments (pizza, donuts, and muffins), various games and manipulatives, sample test questions, and test taking tips to help their child. Websites that provide testing practice and additional information on the standards.<br>Ink cartridges, printer paper, poster paper, reminder stickers, and miscellaneous materials to create math games. | Donuts with Dad 9/18 8:00-9:00 AM Math<br>Game Night 9/20 4:30-6:30 PM<br>Muffins with Mom 12/6 8:00-9:00 AM | X              |              |           | X           |
| Kindergarten Round Up<br>(Transition to Kindergarten)   | Provide information to parents to help their child make a smooth transition in school.  | Refreshments (cookies). Kindergarten Readiness Parent Brochure.<br>Folders for packets of information (strategies and tips for kindergarten readiness)<br>Ink Cartridges, Colored paper, poster paper (advertisement and printing packets)  | Kindergarten Round Up April 2018 (TBA)   | X              |              |           | X           |
| Literacy Night & Book Fair<br>Special's Night & Book Fair<br>(Literacy 1116 e)  | Engage students and parents in developing a love of reading.<br>Provide parents with strategies to help them read with their child at home.   | Dinner (spaghetti/pizza).<br>Free book for all children.<br>ELA grade level standards, strategies and tips for helping their child at home.<br>Ink Cartridges, Colored paper, poster paper (advertisement and printing packets)   | Literacy Night & Book Fair 10/16 4:30-6:30<br>Special's Night & Book Fair 4/11 4:30-6:30                     | X              |              |           | X           |
| Technology, Parent Portal   | Parent will receive up to date information regarding AR, ISIP, grades, and progress toward meeting stated goals and grade level objectives.   | Computers available at events for parents to sign up for Parent Portal, AR HomeConnect, and Isation's School-To-Home Connection   | Front office: Ongoing<br>See dates and times of events   | X              |              |           | X           |
| Graduation Requirements/Scholarships  | Every year, Polk State College gives the Fancelli Family scholarship to one outstanding student in each elementary school who shows great potential and promise for his or her future.                        | A representative from Polk State College will bring the award and present it to one Dixieland student.  | Awards Assembly ~ 5 <sup>th</sup> Grade May 29   |                |              |           |             |

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| How do you assess the needs of parents?<br>Do you survey parents to ask what type of events or workshops you have at your school?                              | We use a variety of ways to assess the needs of our students and parents including evaluations of all events, survey results and SAC meetings.   |
| How do you evaluate effectiveness?   | We evaluate the effectiveness of our events and workshops by reviewing the survey and evaluation results to see what changes are needed.   |
| 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. | Dixieland provides materials and trainings to parents through newsletters with tips, tips on website, parent teacher conferences, curriculum guides, homework guides, and strategies for parents to use at home. |
| Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?    | Dixieland partners with volunteers from a local church to read to our students and our School Advisory Council encourages membership from local business partners.   |

Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.

- 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 ...

- 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

| Topic -Title                                 | Purpose?   | Implementation format:<br>(Workshop, book study, etc.)<br>Presenter?  | Who is the audience? | Tentative Date/Time                           |
|--|--|---|----------------------|---|
| Sailing Toward Successful Parent Conferences | Research based strategies for building family and community partnerships | Joy Conley, Title 1 Family Engagement Contact, will conduct a mini workshop on tips for making our school a family friendly school and provide strategies to promote successful parent/teacher conferences. | All teachers         | August 23, 2018/During Collaborative Planning |



## 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:

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| <input type="radio"/> <b>Homeless</b>            | Our guidance counselor serves as the school's DCF/Heartland contact person. Among her many responsibilities to assist our homeless children, she attends annual training, provides staff training, collaborates with school personnel, facilitates problem solving team, and supports staff in recognizing and reporting suspected child abuse.  |
| <input type="radio"/> <b>Migrant</b>             | The Counselor also works with Polk County Schools Hearth Project to determine homelessness and follows through with support.<br>Due to our population, our school does not require services for the migrant.   |
| <input type="radio"/> <b>Preschool</b>           | Dixieland provides readiness for Kindergarten information to all preschools in our area. Invitations to these preschools are given to attend our Kindergarten Roundup as well.   |
| <input type="radio"/> <b>ESOL</b>                | Our ESOL para serves our students and assists at our events to make translations of materials and services for parents.  |
| <input type="radio"/> <b>SAC School Advisory</b> | Members are elected, voted on and approved by the school board. At the first SAC meeting of the year, principal Dawn Clark shares the members' roles and responsibilities for membership. Current officers are Daphne Harris –Chair, Betty Medina – Co-chair, and Joy Conley – Secretary. New officers will be voted on for the 2018-19 school year at the first meeting. Meetings are designed to review and revise the School Improvement Plan as needed based on data and parent input. |
| <input type="radio"/> <b>PTO/PTA</b>             | All parents are invited to attend monthly meetings through the use of newsletter invitations, Remind Texts and email. Dixieland and PTA partner to ensure parents receive information/materials to help them learn how to help their children at home.   |
| <input type="radio"/> <b>Community Agencies</b>  | Teen Trendsetters from Lakeland High School provides reading tutoring once a week to some of our high risk first and second grade students.<br>Florida Baptist Children's Home and College Heights United Methodist Church provides weekend backpacks with non-perishable goods for students identified by staff or parent request in need of food.  |
| <input type="radio"/> <b>Booster Clubs</b>       |  |
| <input type="radio"/> <b>Business Partners</b>   | Joe Fisher, a representative from Horace Mann, is an active partner with our school and serves on our SAC committee.   |

## 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. See 1116(e)(5) and 1116(f)

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| <p><b>What opportunities do parents have to participate in their child (ren)s education? Volunteer?</b> <i>Section 1116 (d) (c)</i></p>   | <p>Parents are invited to attend workshops, parent/teacher conferences, curriculum events, book fairs, special's events (PE, Music, Art), Donuts with Dad, Muffins with Mom, etc.... Parents are encouraged to volunteer to read to students, and chaperone field trips.</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>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• and other activities</li> </ul>  | <p>Dixieland provides many forms of communication regarding programs, meetings, reports and other activities:</p> <ul style="list-style-type: none"> <li>• Yearly Calendar in Agenda</li> <li>• Parent &amp; Family Engagement Plan</li> <li>• Compact</li> <li>• Flyers, notification, invitations</li> <li>• Remind Text</li> <li>• Website</li> <li>• SAC Minutes &amp; PowerPoint posted on website</li> <li>• Monthly calendar (school and class)</li> <li>• Progress Reports (interims, report cards, state assessment results)</li> <li>• Parent Involvement Notebook</li> <li>• Parent Workshops</li> <li>• Parent Teacher Conferences</li> </ul> |
| <p><b>What barriers hinder participation by parents in parental involvement activities?</b><br/> <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>Barriers that we will address:<br/> Transportation: Dixieland is a neighborhood school and does not have this barrier.<br/> Limited English: Translations of materials and services will be provided at events as well as placed on website.<br/> Racial/Ethnic Minority: Staff is sensitive to different cultures, we have a balance of staff and SAC representation</p>  |
| <p><b>How does your school provide information to parents in their native language?</b><br/> <b>What languages do you provide?</b> <i>Section 1116 (e) (5)</i></p>  | <p>Advertisements, flyers, newsletters, and other materials that go home are given in both English and Spanish.</p>   |
| <p><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>Workshop materials are presented in both English and Spanish. Translators are available upon request for all parent/teacher conferences and workshops.</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>• Title I Parent/Family Resource Centers</li> <li>• Books Bridge Buses</li> <li>• Other</li> </ul>  | <p>Parents are encouraged to participate in additional opportunities provided each month by advertising the Title 1 Parent/Family Resource Center Activities through flyers, website and in Parent Involvement Notebook.</p>  |