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

**Griffin Elementary**

**All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.**

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***General introduction of school’s vision for parent and family engagement.*** |
| **Griffin Elementary will provide a cooperative learning environment that values all people. We will support life experiences involving risk-taking and problem solving that will help us become life-long learners. We welcome all families and our doors will always remain open so that we may build stronger relationships with our Griffin families.** |

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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 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?*** | The plan is reviewed throughout the 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 training and/or workshops they would like the school to provide to assist in helping their child’s academic achievement. The results from the survey 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)*** | 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, Math, Science, 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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| **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?*** | Our Annual Parent Meeting will be held on Tuesday, September 18, 2018 at 6:00 pm. The meeting will be held in the school’s cafeteria. All parents are invited and encouraged to attend. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All parents will be notified of the Annual Meeting via a “Save the Date” notice two weeks prior to the meeting, a flyer in the backpacks one week prior to the meeting, via the school’s marquee and website and a label in the student agenda. |
| ***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 has provided our 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, 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.  After the general meeting in the cafeteria parents are encouraged to visit their child’s classroom to hear specific information about the curriculum and state assessments their child will take.  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* | Transportation is not offered to parents. Translation of materials given out will be translated in English, Spanish and Haitian Creole as well as we provide a translator at the meeting. Light refreshments will be provided after the meeting. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or testing that they would like to learn more about. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | For parents who are not able to attend this meeting, the PowerPoint with the information will be available on our school website. |

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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?*** | Parent workshops are offered at different times throughout the school year. Events are posted on the website and on the school’s marquee. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Parents are welcome to bring their children with them to any workshop we provide; transportation is not provided and we have a group of social workers assigned to Griffin that will make home visits if necessary. | |
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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.* * *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 | Information on where to find the Florida Standards.  Junior League will provide a free book to all students in attendance. | October 2018-ELA 5:30 pm  February 2019-Math 5:30 pm  March 2019-Science 5:30 pm |  |  |  |  | | **State Tests & Achievement Levels** | Provide test taking strategies to parents and also information on the assessments their child will be expected to take. | Parents are given sample test items, test taking tips and resources to help their child prepare for the FL assessment. | October 2018-ELA 5:30 pm  February 2019-Math 5:30 pm  March 2019-Science 5:30 pm |  |  |  |  | | **Transition (Kdg, MS, HS)** | Workshops will provide information to parents to help their child make a smooth transition in school. | Parents of incoming Kindergartners and outgoing 5th graders will be provided with information on how to help their child prepare for school. | April 2019-KDG Roundup  December 2019-5th Grade Transition |  |  |  |  | | **Literacy 1116 (e)** | Provide parents with strategies to help them read with their child at home. | Junior League will provide a free book to all students in attendance. | October 2018 |  |  |  |  | | **Technology, Parent Portal** | Information was provided on how to navigate the Parent Portal to check student grades. | Hands-on workshop. | August 2018 |  |  |  |  | | **College and Career** |  |  |  |  |  |  |  | | **Graduation Requirements/Scholarships** |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | | **How do you assess the needs of parents?**  **Do you survey parents to ask what type of events or workshops you have at your school?** | | SAC, Parent surveys, District parent survey, evaluations from workshops, parent meetings to review the compact and PFEP | | | | | | | **How do you evaluate effectiveness?** | | Survey results, student achievement data, comments on evaluations | | | | | | | **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, tips on our website, curriculum guides, strategies for parents to use at home, information in other languages, Title I Parent & Family Resource Center | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | |  | | | | | | |

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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** |
| **Family Friendly schools** | The purpose is to make our school more friendly and welcoming for parents and visitors. | Back to School PLC with use of PPT | Staff | August 2018 9:00 am |
| **Effective Parent Conferencing** | The purpose is to build teacher-parent relationships and learn how to hold an effective conference. | Back to School PLC with use of PPT | Teachers | August 2018 9:30 am |
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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?** | Parents are notified during the Title I Annual Parent Meeting. |
| ***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, school’s website, monthly newsletter, during parent conferences, during family nights, PIN notebook located in front office, progress monitoring. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | State and district reports will be available on the website; parents will be able to pick up individualized reports during the summer, although assessment results are in prior to school summer closure, paper results come in at a later time. |
| ***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*** | The school works closely with the district’s HEARTH program; if a teacher suspects a student is homeless he/she can follow up with the guidance counselor. Teachers may cut back on homework or any other unnecessary stress for homeless individuals. |
| * ***Migrant*** | At this time, we do not have any migrant students. |
| * ***Preschool*** | Preschool parents receive invitations to workshops that may be beneficial to their preschooler; Kindergarten roundup is held each year in April. |
| * ***ESOL*** | There is an ESOL Para on campus to assist students and parents. Information is sent home in the family’s native language if needed. The ESOL department works closely with our Para to ensure students and parents are receiving services and materials. |
| * ***SAC School Advisory*** | All parents are invited to join and attend SAC meetings; teachers and staff volunteer. Meeting notifications are sent home via students, posted on the marquee and placed on the school’s website. If parents are not members they may speak or give suggestions at meetings. |
| * ***PTO/PTA*** | We currently do not have an active PTO/PTA. |
| * ***Community Agencies*** | All members of our community partnership agencies are extended an invitation to join SAC and they are kept well-informed of events going on campus. |
| * ***Booster***   ***Clubs*** | There are currently no booster clubs on campus. |
| * ***Business Partners*** | AmeriCorps provides individuals to come and help with literacy support. |

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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?*** | Parents may become school volunteers and help at family nights, book fair, field trips, etc.; they can join SAC and they can attend the family workshops that are scheduled throughout the year. |
| ***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*** | Forms of communication include: parents receive the school’s compact, PFEP summary brochure, messages are placed on the school’s marquee and website, and parents may attend SAC meetings, report cards, interim reports, school newsletter, flyers and invitations for school related events, family nights and 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)*** | The most common barrier here at Griffin is work schedules. To accommodate parents we try to schedule events in the AM, possibly before work and the PM, possibly after work. When events are held during a mealtime we try to provide a light breakfast or an evening meal. For language barriers we always have a translator on hand and materials are provided in other languages. Parents are always made aware of our Parent Center located at Sleepy Hill Elementary and all its invaluable resources and materials available for them and their children. |
| ***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*** | All communication is provided in English, Spanish and Haitian Creole (if requested).  Translation is provided at school events via one of our Spanish-speaking staff members. |
| ***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*** | Information will be provided on our website  Parent/Family Informational Notebook located in the front office  Information is sent home via the school newsletter  Flyers are sent home announcing events here at school and in the community  Monthly calendar for the PIRC located at Sleepy Hill is sent home  Books Bridge flyer is sent home  Stickers are placed in agendas for events here at school and in the community |