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

**Lena Vista Elementary**

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

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| **Lena Vista Elementary believes that parent and family engagement should be an ongoing process that increases active participation, communication, and collaboration between families and schools. We believe that families, schools, and communities all working together will create meaningful relationships that will lead to an increase in student achievement and productive citizens within the community.** |

**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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| **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 two times a year using parent input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This PFEP is reviewed two 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/families are involved in the decision making of how Title 1 programs and Title 1 funds are used for Parent and Family Engagement Activities are used through the use of SAC approval. Parents are invited to be a part of the School Advisory Council (SAC) as well as notified of SAC meetings through newsletters and the school marquee. |
| ***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, test taking tips, and progress monitoring 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. |

**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 ri 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. |
| ***Date and time you will hold your meeting?***  | September 6, 2018 5-7 pm |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | Our parents will be notified via newsletter, an invitation on our school Facebook page, a flyer in the backpack, a reminder sticker in the student agenda, and there will be a notification on the school marquee. Information for this meeting will be on our school website and classes with Remind 101 will receive text message notification as well. |
| ***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*
 | Materials given to parents will be available in English, Spanish and in HC when available. We also strive to provide a translator at the meeting. |
| ***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. Evaluations will be in each classroom and room used and available for parents to fill out. |
| ***Parents who do not attend?**** *How will you get the information home to parents who do*

*not attend the meeting?* | For parents who were unable to attend the meeting, a Title 1 video along with the information from the meeting will be available on our school website and materials can be sent home with students in the backpack. |

**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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| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website or sends home paper copies of applicable materials to parents without transportation or who cannot attend school functions for other reasons. Parent workshops, SAC meetings are offered on different days and times and sometimes twice in order to increase attendance. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | Some teachers and/or a social worker make home visits to conference with parents who cannot attend a school conference.Our school address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests. |

**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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| **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?** | The Parent Right to Know letters, available in English, Spanish and HC, are sent home with each student on the first day of school. They are also available in the front office upon request and on our school website.  |
| ***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?*** | Parents are informed of the curriculum, forms of assessment and achievement levels students are expected to obtain through information during individual conferences held several times throughout the school year, in addition to links on our school website, Facebook page and in the Parent and Family Involvement Notebook kept in the office. Parents are also given access to the curriculum and forms of assessment during Open House. Parents are always welcome to make requests for conferences at any time with teachers or school staff.  |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?***  | School staff provides families an individualized report about their child’s state assessment results at the beginning of the school year via back pack. Parents can request copies of these reports prior to the start of school over the summer as well. |
| ***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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| **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.*

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| **Title****Topic** | **Impact on Student Achievement** | **Materials** | **Tentative****Date/Time****Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** |
| **Curriculum /Florida Standards** | Parental awareness of student academic progress throughout the year, rigor of academic standards and classroom expectations | Progress monitoring, grade level standards, and curriculum materials  | October 25, 2018 4-7 pm, December 13, 2018 4-7 pm, March 21 2019 4-7 pm |  |  |  | X |
| **State Tests & Achievement Levels**  | Parental awareness of state testing data and increase in achievement levels from grade to grade | Progress monitoring data, state test reports, achievement level reports, grade level standards, and curriculum materials | October 25, 2018 4-7 pm, December 13, 2018 4-7 pm, March 21 2019 4-7 pm |  |  |  | X |
| **Transition (Kdg, MS, HS)** | Introduce students and parents to Kindergarten standards/curriculum, bridge the gap between home and school |  |  |  |  |  | X |
| **Literacy 1116 (e)** |  |  |  |  |  |  |  |
| **Technology, Parent Portal**  | Istation, Parent Portal login | Computer lab access, parent email and student ID information, student login information | September 6, 2018 5-7 pm |  |  |  | X |
| **College and Career** | N/A |  |  |  |  |  |  |
| **Graduation Requirements/Scholarships** | N/A |  |  |  |  |  |  |
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| **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?**  | Parent needs are assessed at every parent event through the use of parent evaluations. Parents are also allowed to offer feedback on parent events during SAC meetings, PTO meetings and other meetings where parent feedback is gathered. |
| **How do you evaluate effectiveness?** | Parent evaluations and attendance information are used to evaluate effectiveness. |
| **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.** | Lena Vista sends home all Title 1 Parent Resource Center flyers, offers after school tutoring, holds multiple conference nights throughout the year for parents to attend and receive information pertinent to their individual child’s learning. |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | Community members are included on our SAC, invited to be mentors and volunteers, welcomed onto our campus as guests on special days to read to our students, share their careers and roles within the community. Students are shown how real life connects to the Florida Standards through the use of non-fiction text, real world math and Florida history, as well as field trips to local historic areas and agricultural sites. |

* *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)**

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| **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?**How does this help staff build school/parent relationships? | **Implementation format:** (Workshop, book study, etc.)**Presenter?** | **Who is the audience?** | **Tentative Date/Time** |
| **Igniting Core Instruction - LSI** | Ignite Core Instruction is designed to help students increase their active cognitive engagement and critical thinking skills, which are necessary to attain the rigor of the new academic standards and skills necessary to thrive in the new economy. These skills will allow teachers to reach out to students and their families in the best interest of their future. | Workshop | All Staff | August 7, September 17, November 7, February 15 |
| **Igniting Core Instruction - LSI** | Ignite Core Instruction is designed to help students increase their active cognitive engagement and critical thinking skills, which are necessary to attain the rigor of the new academic standards and skills necessary to thrive in the new economy. These skills will allow teachers to reach out to students and their families in the best interest of their future. | Workshop | Leadership Team | September 11, November 14, February 27 |
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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 Hearth program, funded through Title X, provides support for identified homeless students. A social worker to visit families of homeless children and uniforms and other assistance to these children and their families are also provided.  |
| * ***Migrant***
 | Migrant students enrolled at Lena Vista will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves. |
| * ***Preschool***
 | Sharing a campus with our VPK unit allows the students to be included in our school-wide events. The Voluntary Pre-Kindergarten program also provides summer activity calendars and information and resources to parents of children enrolled in the program. |
| * ***ESOL***
 | Under the guidance of the District ESOL program, families will receive assistance with translation of documents, translation for school events, and translation during parent/teacher conferences. ESOL paraprofessionals also work with ELL in small group. The ESOL paraprofessionals also supervise certain students who work on Rosetta Stone on the computer. |
| * ***SAC School Advisory***
 | All parents are notified prior to all SAC meetings. Parent members are elected and approved by other parents, with the ability for new members to attend. Parents are informed of academic progress and appropriate action affecting the entire school, not just their own child/children. SAC actively involves parents with school based decision making, including the parent involvement budget and parent engagement activities. |
| * ***PTO/PTA***
 | PTO members are selected and approved by other parents, these PTO meetings are held on campus and open to parents and volunteers to attend. Parents learn how to help their children at home through parent events at the school to support parental understanding of the school, needs of the students and families that attend the school and state expectation. PTO also works with school staff involved with Family Engagement to help bridge the gap between familial needs and school activities. |
| * ***Community Agencies***
 | Community agencies, such as Americans with Disabilities, Equal Opportunity Council, Family Network on Disabilities, Exceptional Student Education Advisory Council, Early Learning Coalition of Polk, Central Florida Parent Center and local churches works in partnership with families to support parents and students through tutoring, school supplies for students, homecare and personal assistance, resources, information and consultation, parents support and collaboration as well as assistive technology. |
| * ***Booster***

***Clubs*** | Not Applicable |
| * ***Business Partners***
 | Lena Vista business partners support parents indirectly by providing funding to the school that supports outreach programs provided by the school. Students receive backpacks full of school supplies, school materials, uniforms, books, and mentoring and leadership opportunities. |

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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) | Parents are encouraged to become school volunteers and to join PTO and/or SAC. Parents are invited to attend meetings to offer their input on the Parent and Family Engagement Plan (PFEP) as well as the Compact and the School Improvement Plan (SIP). Our parents are also encouraged and given opportunities to provide their input, ask questions and gather information through surveys, information and email. Parents are always welcomed and encouraged to attend parent/teacher conferences, parent workshops/informational meetings and curriculum discussions. |
| ***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***
 | * PFEP plan and compact
* Flyers, notifications/invitations
* Website/Facebook
* School Marquee
* School/Grade level newsletters
* PTO or SAC meetings
* Progress Reports
* Report cards, interim reports, state assessments/curriculum information
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| ***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)*** | Barriers that hinder parental involvement include transportation, translation, busy family schedules, and previous misconceptions. We work to overcome the barrier of transportation and busy family schedules by combining several events at once making the events more impactful and convenient for families to attend. Overcoming the barrier of translation is something we try to overcome by having translators available and reading materials are available in the families’ native language. Previous misconceptions are overcome by making our school a friendly, welcoming environment for all of our families at all times. |
| ***How does your school provide information to parents in their native language?*** ***What languages do you provide?*** *Section 1116 (e) (5)* | We provide documents in parent’s native languages as translated from the District, in English, Spanish and Haitian Creole.  |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | If additional translation is needed, such as Title 1 documentation, we request documents be translated via the Title 1 translator or ask our ESOL paras to translate in house documents. |
| ***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***
* ***Other***
 | We:* Include information on our website and Facebook site
* Parent/Family Informational Notebook (PIN)

We send home:* Information in our grade level and school newsletters
* Flyers
* Monthly PIRC calendars
* Books Bridge schedule
* Agenda stickers
* Title 1 District newsletters
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