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

**Loughman Oaks Elementary**

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

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| Our mission and vision at Loughman Oaks Elementary is to prepare our students to become college and career ready through a high- quality education that focuses on the whole child. We encourage our parents to be active participants in their child’s education and experiences at LOE as well. |

**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: \_\_\_Wanda Aponte\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_7/31/2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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?*** | Opportunities were given to parents at Open House as well as SAC to read over, make suggestions and/or agree to be a part of rewriting the plan for 18-19. We will discuss this plan throughout the year at SAC meetings and it is available on our website and in the front office. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | Depending on the feedback from the stakeholders, we will tailor our programs based on the needs and comments from our parents and stakeholders. |
| ***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?*** | We will provide opportunities for parents to attend meetings and workshops as well as give feedback through many medias. |
| ***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?*** | We will use the information obtained from parent feedback to determine how to best serve our stakeholders. |
| ***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?*** | Sept. 18, 2018 for grades Kindergarten through 2nd grades, 5:30-7:00 and Sept 27, 2018 for grades 3rd-5th, from 5:30-7:00 |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | Invitations, call out system, marquee, reminders, social media blasts |
| ***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* | Translation and choices of time |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Ask for parents to fill out surveys at the end of the night |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | Information will be posted on school website, teachers will send home any handouts |

**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?*** | We will offer morning workshops as well as evening workshops, offer refreshments, translation services, etc |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Home visits are done on an as needed basis |

**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?** | We send home letters and parents can contact the administration via phone or email. |
| ***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?*** | Each quarter teachers set conferences for parents to come in and discuss the child’s progress and how he or she is progressing towards the mastery of the standards. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | As soon as assessment data is made available, a school messenger is sent to all parents and it is posted on the school’s marquee and website that parent reports are now available. |
| ***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.*  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Title**  **Topic** | **Impact on Student Achievement** | **Materials** | **Tentative**  **Date/Time**  **Is it flexible?** | **Transportation** | **Refreshments** | **Childcare** | **Translation** | | **Curriculum /Florida Standards** | Grade level Parent Nights | Handouts, Take Home Activity | Multiple Nights throughout the school year |  | X |  | X | | **State Tests & Achievement Levels** | Parent Conference with teacher to review prior year and current data | Handouts |  |  |  |  | X | | **Transition (Kdg, MS, HS)** | Kindergarten Roundup…preparing for kindergarten | Various activities that are age appropriate | April, 9am-12pm |  | X |  | X | | **Literacy 1116 (e)** | Dads Bring Your Child to School | Reading games for at home use to encourage reading | Sept, 7:45-8:30 |  | X |  | X | | **Technology, Parent Portal** | For parents to stay in the loop | Handouts | Open House |  | X |  | X | | **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?** | | Inquiries in the front office, teacher notifications, agenda notes, etc | | | | | | | **How do you evaluate effectiveness?** | | Turnout, parent feedback, teacher feedback | | | | | | | **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.** | | Every meeting or event parents are present, there is always some type of handout, take home activity related to Literacy and Math | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | Volunteer opportunities, attend community groups and share about our school, invite stakeholders to attend events on campus | | | | | |  * *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)**

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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** |
| **Effective Parent/Teacher Conference** | Builds relationships and communication | Administration | Teachers | Sept 2018 |
| **Formative Assessments** | Ability to share true data with parents | Academic Coaches and Admin | Teachers | Throughout school year during PLC |
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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 refer all homeless students to HEARTH. |
| * ***Migrant*** |  |
| * ***Preschool*** | We refer all students to ESE Pre-k as well as District VPK. |
| * ***ESOL*** | Our ESOL staff are available for translation and assist with any inquiries from parents and community members. |
| * ***SAC School Advisory*** | Invites go out for every meeting to the entire school, business partners, and volunteers. |
| * ***PTO/PTA*** |  |
| * ***Community Agencies*** |  |
| * ***Booster***   ***Clubs*** |  |
| * ***Business Partners*** |  |

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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) | We encourage all parents to become registered volunteers. We find approved volunteers who are willing to mentor a child and send them to the proper district sponsored training for 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*** | All information is posted on our school website, available in the front office, sent home in student’s agendas/take home folders, etc. |
| ***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)*** | Majority of our parents are hourly paid employees and cannot take off from work, transportation is always a barrier as there is on public transportation near our school for parents to take advantage of, language is a barrier as many parents do not read their native language, they only speak it. |
| ***How does your school provide information to parents in their native language?***  ***What languages do you provide?*** *Section 1116 (e) (5)* | Everything is always sent home in two languages, translation services is always available for every meeting or event. |
| ***Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain*** | Each month information is sent home regarding the Parent Resource Center’s calendar of events, any district sponsored workshops sent from Title I or ESE is posted on our school website and also posted in the front office. |
| ***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*** | Continue to share opportunities offered through FDLRS and PCSB with our parents, encourage parents with specific needs to take advantage of programs available to assist |