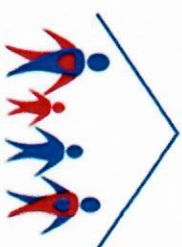




2018-2019 Title I Parent and Family Engagement Plan

Socrum Elementary School



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

The purpose of the Parent and Family Engagement Program is to promote a strong school-home connection in order to ensure not only the academic success of all students, but their personal success as well.

Socrum Elementary strives to build positive relationships to create real family engagement for every child, every family, every teacher, every day. It is our mission to provide a warm and welcoming environment for everyone so that Socrum families are a part of their children's learning.

"Learning for all, whatever it takes!"

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:

7/31/18

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 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 three times throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home.

How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?

Parents are surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child's academic achievement. Results from surveying parents is used to plan parent and staff trainings.

What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)

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 events that support the Florida Standards, Literacy, STEM, and test taking tips in order 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)**

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.	
<i>Date and time you will hold your meeting?</i>	The Annual Parent Meeting is scheduled for September 13 th in the school cafeteria with a make up meeting on September 14 th .
<i>Notification and Invitation:</i> <ul style="list-style-type: none"> How will you inform and invite parents/families in a timely way about the Annual Meeting. 	Parents will be notified of the Annual Parent Meeting in a variety of ways. The event will be on our school calendar, which will be in student agendas, in the front office, and posted online—on Facebook and the school website. A flyer will be sent home with students before the event to remind families of the date and time. Students will also receive a reminder label in their agenda the day prior to the event.
<i>Information:</i> <i>Please describe how your meeting will cover information about:</i> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>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.</p> <p>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.</p>
<i>Barriers:</i> <ul style="list-style-type: none"> What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation 	To address the language barrier, an ESOL para will be available to provide translation. To address the childcare barrier, parents will be welcome to bring their children. To address the meeting being at dinner time, a meal will be provided for those that attend.
<i>Evaluations:</i> <ul style="list-style-type: none"> 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 at the conclusion of the event.
<i>Parents who do not attend?</i> <ul style="list-style-type: none"> How will you get the information home to parents who do not attend the meeting? 	The Annual Meeting will be held in the evening and for parents who cannot attend, there will be a morning session the following day.

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)**

<i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i>	Every evening event that is offered has a make-up session the following morning.
<i>Describe what childcare, home visits and/or transportation services are provided by your school.</i>	Parents are asked to fill out a needs survey that determines if transportation or child care are necessary. In the event they are, Socrum partners with business partners to provide transportation to events, and has volunteers able to assist with child care during events. Home visits are conducted by the school social worker and administration 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)(9)**. 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)**

<i>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?</i>	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.
<i>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?</i>	Right to know letters are sent home with all students and 4 week notices are sent home on an as needed basis if students are being taught by a teacher who is not deemed highly qualified for their position.
<i>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?</i>	Parents are informed about curriculum, assessments, and achievement levels throughout the school year in a variety of ways: monthly newsletter, family nights, parent conferences, the school website, and the PIN notebook.
<i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i>	Parents are provided access to state assessment scores following the release of score reports. They are also invited to conference with the teacher about academic progress throughout the school year.
<i>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?</i>	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).

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	Information will help families to understand the content students are learning and how to help them at home.	Monthly newsletters. Information given at family nights on where to locate standards-based materials at home.	Curriculum information given at: Annual Meeting: September 13, 2018 Report Card/Conference Night: January 2019		X	X	X
State Tests & Achievement Levels	Information will help families understand the test(s) the student will take and how to help them at home.	Letters sent home with testing dates twice during the school year. Information given at family nights on testing strategies and how to help at home.	Testing information given at: Annual Meeting: September 13, 2018 Report Card/Conference Night: January 17, 2019		X	X	X
Transition (Kdg, MS)	Information will give families some tools to help their student make a smooth transition into school or between schools.	Information given to incoming Kindergarten families on how to prepare their child for school. Information given to outgoing 5 th grade families on how to prepare their child for middle school. A book for "One Book, One School"	Kindergarten Round-Up: May 2019 Transition Meeting: May 2019 Pastries with Parents: September 26, 2018 Hall-O-Read: October 25, 2018 12 Days of Christmas: December 14, 2018		X	X	X
Literacy 1116 (e)	Information will help families incorporate literacy at home.	Information given at various family events on how to incorporate literacy skills at home. Literacy centers at family nights.	One School, One Book: TBD Open House: September 13, 2018 Annual Meeting: September 13, 2018 Report Card/Conference Night: January 17, 2019		X	X	X
Technology, Parent Portal	Information and guidance on accessing Parent Portal and various applications used in the classroom and accessible at home.	Information given at family nights through a workshop setting.			X	X	X
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?		Parents are surveyed after each event. They are asked what events they would like to see and how we can improve upon the current events.					
How do you evaluate effectiveness?		Parents are asked to fill out an evaluation of the event. They give feedback so that we can improve upon our events and create new ones based on interest.					

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 are sent home monthly that contain academic and character education tips for parents. Activities at family nights get parents involved in current academic standards.
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	Socrum Elementary has invited business and community partners to participate in the SAC committee. These partners participate in events at school, run extra-curricular clubs, support the art programs, and aid in decision-making at the school level.

- 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 11.16(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

<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) Presenter?	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Parent Communication	Engage in the sharing of research-based ideas that aid in the strengthening of the school-home connection.	PLC provided by school-based coaches	all staff	August 2018
Parent Conferences	Outline the requirements for parent conferences and share best practices.	PLC provided by school-based coaches	all staff	August 2018

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, Title 1 provides support for this program, and many activities implemented by Hearth program are carried out in cooperation with Migrant Education Program (MEP) funded through Title I, Part C.
○ Migrant	Migrant students enrolled at Socrum Elementary 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 teaches 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 program.
○ Preschool	Resources are provided to the program to assist in the transition of students from Pre-Kindergarten to Kindergarten. Teachers of Pre-K programs participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with Kindergarten teachers. Additionally, Headstart is located on campus. Parents of Pre-Kindergarten and Headstart programs are invited to attend the family engagement events.
○ ESOL	The school offers ESOL qualified students the opportunity to work with an ESOL para for academic support.
○ SAC School Advisory	Socrum Elementary establishes a School Advisory Committee at the beginning of the school year. The Committee is elected through the voting process.
○ PTA	Socrum Elementary has a PTO/PTA that are approved volunteers. They support the school community at family events and during the school day.
○ Community Agencies	Socrum Elementary utilizes community agencies from the surrounding area to support student activities during the school day and family events outside of the school day. They work to encourage family and community involvement.
○ Booster Clubs	n/a
○ Business Partners	Socrum Elementary utilizes business partners from the surrounding area to support student activities during the school day and family events outside of the school day. They work to encourage family and community involvement.

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)

<p>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c)</p>	<p>Socrum Elementary welcomes parents to volunteer with the school as an approved Polk County School Board volunteer. In addition, all parents are encouraged to participate in the parent involvement through joining PTO, SAC, the parent involvement team, and give their input through surveys and evaluations.</p>
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<p>Socrum Elementary provides monthly parent newsletters for all parents. In addition, all parents are invited to parent involvement events and school programs through flyers, agenda reminders, Ed-Connect calls, and the school marquee.</p>
<p>What barriers hinder participation by parents in parental involvement activities?</p> <p>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)</p>	<p>The barriers that hinder participation are:</p> <ul style="list-style-type: none"> ○ Transportation – Parents will be surveyed and the school will partner within the community in order to provide transportation. ○ Time of events in relation to work schedules – Events will be scheduled for a longer range of time and later to allow for working parents to attend. ○ Time of events in relation to dinnertime – Dinner/refreshments will be provided for those that attend.
<p>How does your school provide information to parents in their native language?</p> <p>What languages do you provide? Section 1116 (e) (5)</p>	<p>Socrum Elementary sends home notifications in English, Spanish, and Haitian Creole.</p>
<p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<p>Socrum Elementary is equipped with several Spanish-speaking staff members, including an ESOL Para, and makes contact with district resources in instances where translation in another language is necessary.</p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</p> <ul style="list-style-type: none"> • Title I Parent/Family Resource Centers • Books Bridge Buses • Other 	<p>Socrum Elementary provides information for all Title I resources and school/district family engagement events.</p>