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

**Victory Ridge Academy**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| **Victory Ridge Academy is dedicated to facilitating each child’s maximum independence, communicative abilities, and academic skills by using innovative programs that combine an educational and medical model.** |

**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: \_\_\_\_Debra B. Johnson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_August 1, 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?*** | The parents were invited to a meeting on May 16th 2017 to give input on parent involvement, the compact, use of funds, and help us know what activities and times would serve their families. We also include a parent survey after each Title 1 event asking for information and input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | We look at the minutes from the Title 1 meetings and then we also review the parent surveys to see where we can improve or change. |
| ***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 asked to give input and even some have volunteered at these events to help us run the activities. At our meeting in May we laid out the use of funds for the next year and they thought that what we were doing sounded appropriate. They did ask that we have more events throughout the year and liked us including a summer program. |
| ***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?*** | It will help our students by having better technology since we now have a network manager paid for by our Title 1 funds. We will also be able to help add more teacher resources for centers and educational tools for the classrooms. We will be increasing student engagement in the areas of Science, Technology, Engineering, and Math with our STEM nights.  |
| ***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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| ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | We are going to have Title 1 events this year in the morning (Donuts with Dad, and Muffins with Moms), we will also have Title 1 meetings in the evenings after normal work hours so parents can attend and not have to miss work. |
| ***Describe what childcare, home visits and/or transportation services are provided by your school****.*  | We are going to have a Spanish translator at all Title 1 functions this year, we will have a Title 1 resource page, childcare at our Title 1 meetings, and provide snacks or meals for our parents. |

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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?***  | September 28, 2017 from 5:30 pm to 7:00 pm |
| ***Notification and Invitation:*** * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.***
 | We put it on our schools monthly calendar that went home at the beginning of September, note home in the agenda a week before the event, Facebook post, and will use our call out system 48 hours before as a reminder. |
| ***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*
 | We are going to have childcare provided, snacks and drinks, and we are also going to have a Spanish translator for our Hispanic parents. |
| ***Evaluations:*** * *How will you get feedback from parents about the meeting?*
 | We are going to include a parent survey at the end and also have a question and answer time at the end of the meeting. Administration will be on hand to answer questions as well. |
| ***Parents who do not attend?**** *How will you get the information home to parents who do*

*not attend the meeting?* | All items will posted on our Title 1 resources page on our website, in our PIN notebook and hard copies of the compact and district PFEP will be going home in student agendas. |

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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** |
| **Title 1 Parent Night** | All areas of academics and information about school year and Title 1. | Refreshments, pencils, paper, Title 1 materials for handouts | September 28, 2017 from 5:30 to 7:00 pm |  | x | x | x |
| **Donuts for Dad’s** | Parent involvement, reading | Donuts and milk, paper and pencils | November 9, 2017 8am to 9:15am |  | x | x | x |
| **Halloween STEM Night** | STEM, parent involvement | STEM kits, meals for families | October 20, 2017 5pm to 8pm |  | x | x | x |
| **PECS Parent Night** | Communication system for nonverbal students | PECS materials, snacks to PECs with and refreshments | November 14, 2017 5pm to 6:30pm |  | x | x | x |
| **Parent/Teacher Conference Evening** | Parent involvement & all academics, attendance | Parent conference forms, compacts, teachers | November 15, 2017 3:45pm to 7pm |  | x | x | x |
| **Community Services and Curriculum/Testing Night** | Parent involvement, academics, and testing strategies, testing info. | community volunteers, meal, sample test and curriculum materials | January 25, 2017 5pm to 7pm |  | x | x | x |
| **Behavior Parent Night** | Parenting skills/resources for special needs, homework assistance | speaker, meal, handouts, pencils | February 22, 2018 5:30 to 7:30 pm |  | x | x | x |
| **Meet the Therapists Night!** | Q&A for parents to get information from our hardworking therapists & IEP Coordinator. | speakers, handouts, refreshments | March 13, 2018 5pm to 6:30 pm |  | x | x | x |
| **Family Math & Reading Game Night** | Make and take reading and math intervention games | handouts, art supplies, refreshments | April 19, 2018 5:30pm to 7pm |  | x | x | x |
| **Muffins with Mom** | Parent involvement, reading/poetry | muffins and juice, poetry, paper, pencils, & crayons | May 10, 2018 8:00am to 9:15pm |  | x | x | x |
| **Parent Input/Title 1 Review Night**  | Parent Input of our Title 1 program, use of funds, compact, & PFEP | meal, handouts, pencils/pens | May 15, 2018 5:30pm to 7:00pm |  | x | x | x |
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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?**  | We will be using a school wide survey that will be sent home in the student’s agenda, parent surveys after each Title 1 event, and the annual parent input night in May 2018. |
| **How do you evaluate effectiveness?** | We will be tracking attendance data from last year with this year and discussing the parent surveys that we send out in April/Title 1 events. |
| **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.** | We are going to be giving out PECS resources and hands on training with our PECS teachers and therapists, academic nights for STEM and reading where they can participate in their child’s education, parent conferences with the compact and discussion of their student’s data., Therapist/IEP Q&A |
| **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | **During our summer learning program and Title 1 events we are talking with businesses like Wal-Mart, Dunkin Donuts, Home Depot, and Publix to partner with us in providing these opportunities for our students. Last year we received a free on campus field trip from Home Depot, store tours from Publix, partnered with the Lake Wales Care Center to volunteer in their thrift store and meals on wheels programs.** |

* *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).**  |
| **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** |
| **Effective Parent Conferencing & Expectations** | This gives teachers the tools that they need to help them run an efficient and informative parent conference. | Aaron Marino-Presenter | Teachers | October 16, 2017 9:30am to 10:00am |
| **Volunteerism and Parent Involvement in the classroom** | Help teachers learn how to recruit/build rapport/involve parents | WorkshopPresenters: Candice Straughn and Aaron Marino  | Teachers | January 3, 2018 9:30am to 10:00am |
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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?** | We send out right to know letters annually in August, we send out 4 week notice letters for teachers who are out of field or missing ESOL endorsements. |
| ***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?*** | They are given literature about the curriculum and testing at the Title 1 Annual Parent meeting, Handout in the student’s agenda, and on 1/25/18 we will have an event where more assessment and curriculum information will be discussed. |
| ***Describe how the school will provide each family an individualized report about their child(ren) on the state assessments?***  | This will be done during our Parent Conference night 11/15/2017 and since all of our students have IEPs we will be discussing it during those meetings 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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| **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/***

***Needy students*** | We have a weekend food backpack program for our students who may not get meals on the weekend. |
| * ***ESE***
 | Victory Ridge Academy strives to combine the medical model and academic model in one place to offer more services to our students with disabilities. |
| * ***Preschool***
 | We provide a full day program to help students with school readiness by enhancing the social and cognitive development of children. |
| * ***ESOL***
 | Spanish translators will be on hand at all of our Title 1 events. We also send notes home in English/Spanish. |
| * ***IDEA funds***
 | Students at Victory Ridge Academy access IDEA funds for their instructional support through additional paraeducators. |
| * ***PTO/PTA***
 | Our PTO meets on a bi-monthly schedule to address our school’s needs and ways they can support academics and learning at Victory Ridge. |
| * ***Community Agencies***
 | We partner with the Lake Wales Care Center in our holiday assistance programs for our families. We also have our students volunteer there in the summer during our summer program. |
| * ***Title 1***
 | Title 1 parent activities correlated to student achievement are described in the PFEP and SIP. They are lead by our Title 1 Coordinators and our Director of Educational Leadership. They include activities related to curriculum resources for parents, transition services, state assessments, and communication to boost student achievement and increase parent involvement. |
| * ***Business Partners***
 | Partner with Highlands Containers for tuition scholarships for our summer program. |
| * ***Title II***
 | Title II funds supplement and support professional development at our school. Specific Title II projects will be designed by the Director of Educational Leadership to assist teachers in determining appropriate access course content within Florida Standards and Access Points. |

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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?*** | Victory Ridge Academy has a PTO organization, 3 hours of mandatory volunteer hours as discussed in our compact, and various events throughout the year to have parents and students engaged in academic opportunities. |
| ***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***
 | We use a call out system by phone, we have developed an email list of our parents for Title 1 opportunities, notes in the student agendas, and social media. |
| ***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)*** | We had several suggestions for Spanish interpreters at our Title 1 events so this year we are including bilingual staff on those nights.  |
| ***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*** | We send notes home in both English and Spanish. We have a paraeducator and teachers that act as translators for our parents that need these services.  |
| ***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***
 | Flyers will be sent home for the Title 1 Parent/Family Resource Centers and will be listed on our Title 1 resources page on our school website. |