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

**Laurel Elementary**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| Laurel Elementary School will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. We believe that with the participation of every family and every teacher working every day that every child can and will learn. |

**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 and family members are invited to attend two monthly School Advisory Council meeting to participate in developing and revising the school’s Parent and Family Engagement Plan. These meetings will occur twice during the school year, Fall 2018 an Spring 2019. Announcements are on the marquee, in the student agenda, and the school website. In addition, parents receive a flyer that is sent out school-wide in their student’s backpack to encourage input. |
| ***How do you use the information from reviewing the plan to design strategies for more effective engagement?*** | This plan 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 will have the opportunities to participate in the planning, review, and improvement of Title I programs by attending SAC meetings, Laurel Elementary parent meetings, and Technical Assistance meeting with parents through the Title I office. Parents will also be afforded the opportunity to make valuable comments on the monthly newsletter, comment cards, as well as school based surveys available in the front office. |
| ***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, Writing, Math and Science to support the high quality instruction provided during the school day. |
| ***How will the school share comments received from parents/families?*** | All parent comments and suggestions given for the plan are considered, documented and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan. |
| ***How will this plan be made available to the community?*** | This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title l parent informational notebook that is located in our front office. |

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| |  |  | | --- | --- | | **Flexible Parent Meetings:**  The school provides trainings, meetings and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)** | | | ***Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?*** | Conferences are available throughout the school year, teachers are encouraged to schedule one face to face conference to discuss school-wide and student progress. To allow flexibility and ensure all parents are accommodated, conferences may be scheduled before or after school or during teacher planning time as needed. A variety of day and evening parent and family engagement events will be provided throughout the school year. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | Parents are welcome to bring their child (ren) to each meeting/event so childcare is not needed. Home visits are done on a need basis by the classroom teacher, Guidance Counselor and/or Social Worker and others as need indicates. | |
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| **Annual Parent Meeting**  The school will conduct an Annual Meeting designed to inform parents of participating children about the school’s Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the rights of parents and timely information about the Title I programs **Section 1116(c)(1)** | |
| Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input.  Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations. | |
| ***Date and time you will hold your meeting?*** | Our Annual Parent Meeting will be held on 3 consecutive Thursdays in September 2018. Each meeting will be held at 6:30 pm in each individual classroom. All parents are invited and encouraged to attend one of the meetings. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All families will be notified of the Annual parent meeting via a flyer, stickers in student’s agenda and posted on the marquee to encourage parent participation. |
| ***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 have a large group of parents who work late; therefore, we will provide flexible scheduling. Information is provided through multiple forms (marquee, flyer, website, stickers in agenda prior to the day of activities). Translation of materials given out will be translated in Spanish as well as we will provide a translator at the meeting. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | Every parent who attends the meeting will be asked to complete a short evaluation of the meeting; they may request additional information about Title I, the curriculum or testing that they would like to learn more. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | For parents who are not able to attend this meeting, a PowerPoint Presentation with the information in English and Spanish will be available on our school website. |

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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** | Provide information to parents on standards by grade level and how they can help their child at home.  Grade 3-5 take the FSA state assessment | Grade level standards are given to parents in English and Spanish. Information on where to locate Florida Standards tutorials and resources are provided. | *Curriculum Nights*:  September @ 6:30 PM- Kindergarten and 1st grade  September @ 6:30 PM- 2nd and 3rd grade  September @ 6:30 PM- 4th and 5th grade  OctoberWriting @ 6:30 PM- grades K-5  November Math @ 6:30 PM- grades K-5  JanuaryReading @ 6:30 PM- grades K-5  February Science @ 6:30 PM- grades K-5  Information will be sent home with students whose families could not attend or families can make an appointment to receive the information. |  | X |  | X | | **State Tests & Achievement Levels** | Parents who have an idea of what test content and complexity looks like, along with what each achievement level indicates, are better equipped to support their child’s preparation for evaluations of academic progress. | Handouts:  Student Data Sheet which contains the students’ prior year state testing results and the FLDOE cut score table.  Samples of grade level appropriate test questions.  Suggestions of how to prepare for testing days. | First Semester during parent conferences.  Information will be sent home with students whose families could not attend or families can make an appointment to receive the information. |  |  |  | X | | **Transition (Kdg, MS, HS)** | Parents who are familiar with the academic rigor of the curriculum prior to the start of school will be able to do simple preparation activities with their child over the summer. | Kindergarten Roundup  Families are shown Kindergarten classrooms  Packet Containing:  Registration Forms  FL Parent Guide for ELA and Math | Spring 2019 |  |  |  | X | | **Literacy 1116 (e)** | Provide parents with strategies to help them read with their child at home. | Free book for students who attend. Reading tips and strategies for reading. | September 18Dad’s Take Your Child to School Day @ 8:00 AM- grades K-5  January Reading @ 6:30 PM- grades K-5 |  | X |  | X | | **Technology, Parent Portal** | Parents who know how to monitor their child’s progress online are able to make informed decisions and provide support as needed. | Provide families with Parent Portal Log In Credentials, log in assistance, and a navigational tutorial. | First Semester during parent conferences.  If a family is unable to attend this event, Parent Portal Log in credentials are available in the front office during school hours. |  |  |  | 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?** | | * School Advisory Council * Parent surveys, District parent survey * Evaluations at previous workshops * Parent meetings to review compact/ PFEP | | | | | | | **How do you evaluate effectiveness?** | | Survey comments at the end of the 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.** | | Families are provided with materials and training during various activities and events such as Dad’s Take Your Child to School Day, Open House, Family Academic Night, and parent/teacher conference.  During Open House and Curriculum Night, grade level standards are discussed and distributed by each homeroom teacher in English and Spanish. During Academic Family Night parents are provided grade level materials and suggestions of how simple tasks can be incorporated within at home activities. | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | Various entities and organizations support Laurel Elementary and partner on our SAC. These relationships provide assistance for families in need of food, clothing and school supplies. | | | | | |  * *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 | Effective communication between teachers and families increases the likelihood of academic success. | Self-Directed Study emailed PowerPoint  Program Facilitator | All classroom teachers | Fall 2018 |
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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?** | The Right to Know letter is sent home in the Student’s communication folder on the first week of school |
| ***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?*** | Workshops, individual meetings, the school website, parent conferences, and flyers are used to inform families about curriculum, assessments, and achievement levels. Teachers will hold curriculum information session by grade level cluster on September2018 for Kindergarten and 1st grade, 2nd and 3rd grade and 4h and 5th grade. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | The FLDOE summary of individual student performance on assessments is sent home with students if the materials are received prior to the end of the school year. Families are notified at the end of the year that results received after that point are available in the front office throughout the summer. Those individual reports, which remains in the front office at the beginning of the school year, are sent home with students or to the enrolling school if a student has transferred. Prior year assessment results, ramifications and support ideas are discussed during conferences. |
| ***How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?*** | Each Title I elementary school is required to hold at least one face to face conference with each student’s parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing. |

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| **Coordination and Integration:**  The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)]. | |
| **Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:** | |
| * ***Homeless*** | The HEARTH program is contacted as indicated to assist families in need of housing and other living necessities. Teachers are advised of this status only upon inquiry to protect the family’s privacy. Recommendations for additional resources are provided with the United Way referral. |
| * ***Migrant*** | There is none migrant population at Laurel. |
| * ***Preschool*** | Laurel has five Pre-K units. The parents of these children are invited to join SAC, volunteer, and attend all school workshops and meetings. In addition, the teacher meets frequently with families to discuss progress and to suggest ways to support learning at home. Families are invited to attend Kindergarten Roundup in the Spring 2019. |
| * ***ESOL*** | All informative material are sent home in both Spanish and English. ESOL curriculum aligned materials are offered to parents to use at home. Families of ESOL students are invited to join SAC, volunteer, and attend all school workshops and meetings. |
| * ***SAC School Advisory*** | Budgeting for Parent Engagement Activities is presented to, and approved by the Laurel SAC. Laurel SAC members are encouraged to volunteer in the school as well as attend all school events. |
| * ***PTO/PTA*** |  |
| * ***Community Agencies*** | Outside agencies who provide services for our students are invited to participate in school events. The SoFEES Solivita community group provides food and clothing to Laurel families in need of every day essential items. |
| * ***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? Mentor?*** *Section 1116* (d) (c) | Families are encouraged to maintain communication with their child’s teacher throughout the year and to conference with the teacher by making a convenient appointment at least once a year to monitor student progress and to get ideas of how to support academic achievement at home. All families are invited to attend workshops and events at Laurel. |
| ***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*** | Laurel communicate with families throughout the school year in a variety of methods including flyers, marquee messages, and the school website. Students have agendas, which are purchased with Title One funds, to facilitate a home-school connection. Most communications are in English and Spanish, which is reflective of our population. |
| ***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)*** | Language and work schedules are the primary barriers for Laurel families.  There are available translators for events and meetings. Parents who cannot attend events are encourage to call the school office 863- 427-1437 to make an appointment, at a convenient time, to receive the information delivered during any workshop or meeting.  The school has handicapped parking at the front and is designed for full wheelchair accessibility. |
| ***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*** | Home-school communications are delivered in both Spanish and English. Bilingual staff is available to assist with events and workshops. |
| ***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 for the Parent University are made available through student’s agenda, the school office and PIN. The Books Bridge Bus will visit Laurel Elementary Pre-Kindergarten classes at least one nine weeks period during school year 18-19. It also visits the Title One Parent Resource Center in Garner Elementary weekly. This is the closest center to Laurel Elementary and it provides parents a variety of educational activities for them and their children. Flyers for the closest Title One Resource Center are sent home and placed in the Parent/Family Information Notebook (PIN) located in the school office as they become available. |