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

**Lake Shipp Elementary**

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| ***General introduction of school’s vision for parent and family engagement.*** |
| At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated. |

**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: Mrs. Kathryn Raub Date: May, 17nd 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?*** | All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised 2 times a year using parent input at the monthly SAC meeting, which parents are invited to attend. |
| ***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 monitor progress and make changes to what has been planned. We will continually check student data, which provides valuable information to help determine where we need additional support. By doing so, we will be able 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?*** | Each month the newsletter invites parents to attend the monthly SAC meetings. During these meetings, parents are asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child’s academic achievements. Discussions also include what types of activities would draw parents to attend. |
| ***What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)*** | At our SAC meetings, where all parents are invited to attend, we develop or write/revise their “Parent and Family Engagement Policy” this is documented through the monthly SAC minutes, sign-in sheet, and agenda. |
| ***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, supplemental computer resources that can be used at home such as I-station which differentiates instruction based on students abilities. Ten Marks is another resource used to assist with Math review and instruction for all learners. Parent involvement 1% funds are spent on agendas to help with 2-way communication between home and school for each child. |
| ***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 in the monthly SAC meeting minutes. When feasible parent suggestions are incorporated into the plan. The evaluations from parent involvement activities throughout the year are considered to make adjustments to better the quality for activities the following year. |
| ***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 at: lse.polk.fl.net 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?*** | We offer some events in the mornings at the start of school, some events are held during the middle of school and after school events are also available. We also try to schedule events on Tuesdays or Thursdays, which usually do not coincide with church or sporting activities. Conferences are scheduled at the parent’s convenience before, during or after school, whichever works best for them. If parents are unable to attend an activity, a detailed agenda and materials will be sent home. A recorded video may also be supplied on our schools website, to view at their convenience. | | ***Describe what childcare, home visits and/or transportation services are provided by your school****.* | If parents want to attend IEP meetings and are unable to due to transportation issues, we will offer to pick them up, or have the meeting via telephone, or set up a home visit to sign and explain documents. | |
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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? August 31, 2017*** | Our annual parent meeting will be help on August 31st from 5:30-6:30. It will be broadcast via closed circuit TV to each classroom. |
| ***Notification and Invitation:***   * *How will you inform and invite parents/families in a timely way about the Annual Meeting****.*** | All parents were informed of the meeting through a flyer, the school website, marquis, and reminder stickers in the agenda.  Upon arrival parents were handed an agenda for the meeting letting them know where to go and what would be discussed. |
| ***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 district’s Power Point presentation, with information about Title 1, was presented. It was narrated and additional slides specific to Lake Shipp were added. This Power Point included: information about the Title I Program, Parents Right to Know, Curriculum and Assessment information and timeline, ways parents can be involved and become approved volunteers, school choice, and the qualifications of their child’s teacher or paraprofessional, information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. |
| ***Barriers:***   * *What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation* | Translators were available upon request. The event was offered at 5:30, after normal working hours to accommodate working parents. |
| ***Evaluations:***   * *How will you get feedback from parents about the meeting?* | A meeting evaluation was distributed afterwards to parents requesting suggestions to improve the meeting and to check their understanding of Title 1. |
| ***Parents who do not attend?***   * *How will you get the information home to parents who do*   *not attend the meeting?* | Parents who are unable to attend can view the Title 1 Power Point presentation on-line via the LSE 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***  Math Center Night | Parents make a math center to use at home to reinforce skills at home. | Each grade level will have the necessary materials to make a math leaning center based on a Standard that they are working on.  Hotdogs, chips, juice boxes and water, plates, napkins. | October 12th from 5:30-6:30 |  | X |  |  | | ***State Tests & Achievement Levels***  **FSA Night** | Parents will see example test questions from the FSA and see an example writing prompt in order for parents to understand what is expected to pass the test. 3rd grade portfolios for 3rd grade will also be explained. | State test examples, Power Point, handout | January 23rd from 5:30-6:30 |  | X | X | X | | ***Transition (Kdg, MS, HS)***  Kindergarten Round-up  We 3 expo | Preparing students for a successful 1st year in school  Allow students to learn what various middle schools have to offer | Registration forms, curriculum papers  Based on interest students will gather materials for schools of interest | April 24th 8:00  November 3rd-4th | X |  | X | X | | ***Literacy 1116 (e)***  Discussions with Dad | Motivated students to read more, Dads were given strategies to assist with effective comprehension. | Higher order thinking questions on bookmark.  Donuts, coffee, juice, plates, napkins | September 21st for last names beginning with A-K, September 22nd for names L-Z. 7:30-8:30 |  | X |  |  | | ***Technology, Parent Portal***  Parent Portal | During the annual title 1 meeting, parents were encouraged to set up parent portal account in the computer labs. | Computer lab, network manager, student information, handout | August 31, 2017 |  |  |  |  | | ***College and Career***  College Opportunities | All parents will be invited to talk with local area college representatives about what programs are offered at their school. Minimum requirements to enroll, and financial aid. | Invitation, college facilitator, handouts | May |  | X |  | X | | ***Graduation Requirements/Scholarships*** |  |  |  |  |  |  |  | | **Multi-Cultural Night** | Improve morale my having all parents feel included and be able to ask questions without feeling intimidated. Parents will be more informed about child’s education and learn strategies to help at home. | Invitation, Spanish resources, handouts | September, February |  |  |  |  | | **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?** | | Ask at SAC and PTA meetings for suggestions.  Look at data to see if we have any major areas that need to be addressed.  Check over surveys and evaluations from parents’ nights to see what parents are interested in learning more about. | | | | | | | **How do you evaluate effectiveness?** | | Comments on parent evaluations, improved data results | | | | | | | **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.** | | Resources on the website  Information in the newsletter  Activities that build capacity | | | | | | | **Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?** | | We have a partnership with the church next door, Lake Shipp Baptist. The Pastor is our SAC chair and they have sent us many volunteers to help during testing. They also have helped donate food to our families in need. Our school is also involved with reading pals to help our Kindergarteners succeed. We also work with Horace Mann and have a representative on our SAC. | | | | | |  * *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** | Let teachers know the proper way to communicate to build strong relationships with parents. | Workshop with power point **Sailing toward effective parent conferencing** created by Denise Atwelland handout of different options for conferencing forms. | All teachers | 9-6-2017 |
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| 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?** | We 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 distributed with the first progress report (September 15th) and is also located in the PIN notebook and on the LSE website. Information regarding the DOE is also provided on the LSE website. |
| ***Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?*** | At our curriculum night parents are informed about what the state test will look like as well as what student are expected to obtain to be considered proficient. During parent conferences individual student reports are discussed and explained along with achievement levels obtained thus far. A folder containing various assessments done in the class thus far will be gone over.  Each month the Newsletter informs parents what standards are being taught.  The FSA testing window is provided to parents at the beginning of the year.  Parents on premises days are held two times a year to let parents see how the curriculum, schedule, and teaching strategies are utilized. |
| ***Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?*** | The FSA Score Report provided by the DOE is sent home with each child at the beginning of the year.  Each teacher is required to have a face to face conference at least once a year where progress monitoring is discussed such as STAR early literacy, STAR, I-Station, and other various classroom assessments. |
| ***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?*** | Our teachers hold at least one face to face conference with each student’s parent/family. Teachers have an agenda for what is expected of teachers to cover as part of the conference. Each teacher has an individual log documenting the date, time, and parent signature showing that the compact was discussed. |

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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 work with the HEARTH program. Our social worker and guidance counselor identify the homeless and students in need of extra help from the school. Parents are given information about the HEARTH program and what it offers to help their child. |
| * ***Migrant*** | Materials are sent home in Spanish and Creole. We work with the Migrant Department and do home visits if necessary. Translators are available to help in any way possible. By doing this bi-lingual parents have a better idea of how to help their child at home. |
| * ***Preschool*** | We house a VPK program, and depending on the activity, parents are involved. Our pre-k teacher works diligently to prepare the students by socializing them and teaching them important skills such as sharing, walking in a line, manners and following directions. |
| * ***ESOL*** | We have 2 ESOL paras. We also use the ESOL department to help with translation. By translating in their native language it allows the parents to be better informed and gives them opportunities to help their children at home. |
| * ***SAC School Advisory*** | SAC members are selected based on the demographics of our school. All parents are invited to the SAC meetings via the newsletter and calendar. All community members and parents are invited to give input. If parents have suggestions due to their child’s academic struggles at home, they are encouraged to address the SAC meeting where solutions will be discussed and parent meetings/workshop will be brainstormed regarding academic needs to better help them at home. |
| * ***PTA*** | PTA meeting dates are in the newsletter and available on-line. All parents are given a membership form at the open house/annual Title 1 meeting to become a member. Parents are encouraged to work with teachers to find programs and activities that teach parents how to help their child at home and to host events that will lift morale at school and home. |
| * ***Community Agencies*** | LSE is involved in two United Way programs, the PEP after school tutoring program, which bus 0615 drops the students off this program helps students with homework who do not have anyone at home that can help them. Reading Pals, which works with kindergarten students, is a program that identifies students who do not get a lot of attention at home and gives them one-on-one attention at school, to make up for the lack of at home attention. |
| * ***Business Partners*** | Mid-Florida brings out a representative to the school who reads to the kindergarten children, then provides a copy of the book to every child to take home. Parents are encouraged to read and discuss the story with their child. Horace Mann provides incentives such as bicycles to motivate parents and children on the importance of being in school. |

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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?*** | At open house all parents are given an application to volunteer and are encouraged to volunteer in classroom or to help with office duties or fundraisers. Parents are invited 2 times a year to join their child in an academic activity in the classroom that they can use at home. These days are called POP days (parents on premises). Approved parents, especially males are encouraged to mentor students that need guidance with behavior and character. The PTA also provides opportunities to be involved regarding their child’s education. |
| ***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 teachers are required to use agendas and may use class Dojo or remind, in addition, to update parents on school activities and classroom events.  A monthly Newsletter is posted on the website and available through the office.  The website has all meetings, programs and activities listed.  School marquee is updated to reflect current happenings.  A flyer and sticker in the agenda go home for every activity.  A Calendar was sent out at the beginning of the year listing all the important parent involvement and school events. |
| ***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)*** | Economically disadvantaged: Try to provide a meal at events so that parents do not need to worry about providing a meal that day, all materials and resources are provided at no cost.  Limited English: We have many staff members who are able to translate at conferences or meetings.  Disabled: All meetings are held in areas accessible to wheelchairs and microphones and a visual aid is provided.  As we plan events we will ensure that we take into account lack of transportation, disabilities, language, background and limited literacy. We will take steps such as providing translators, buildings that are handicap accessible, user friendly language, and be considerate of all backgrounds. |
| ***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 provide translators at parent events and have important information that is sent home translated into Spanish and Creole. Workshops are presented in English with Spanish translators who accompany the group that is limited English speaking. If other language interpreters are needed, we will try to accommodate them. |
| ***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*** | Information regarding parent activities can be found on the LSE website.  Parent/Family Information Notebook (PIN)  Send home Family Resource Center flyers and post on website  Newsletters contain information to assist parents at home and let parents know what students are learning.  Locations and information about Parent University, Family Resource Centers and Books Bridge Busses is displayed for parents in the main office. |