



Parent and Family Engagement Plan 2019-2020

North Lakeland Elementary

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

School's vision for engaging families:

As members of the North Lakeland Elementary family, we will implement district and state curriculum to prepare all student the skills necessary to be active participants and grow into productive members of society. We will show respect, display healthy attitudes, demonstrate responsibility, and produce safety. We will provide parents the opportunity to attend activities that will build capacity among educators and families to partner with one another around student success. The parents will be invited to give input through our School Advisory Council.

What is Required:

Assurances: We will:

- ☒ Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- ☒ Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- ☒ Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- ☒ Involve parents in the planning, review, and improvement of the Title I program.
- ☒ Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- ☒ Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- ☒ Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- ☒ Coordinate with other federal and state programs, including preschool programs.
- ☒ Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- ☒ Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: _____

Kin Sealey

Date: _____

7/24/19



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EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. **Involve parents in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.**

	Date of meeting to gather parent input.	How were parents invited to give input?	Describe the method in which parents were involved.	What evidence do you have to document parent/family participation?
School Improvement Plan (SIP)	6/10/19	newsletter SAC meeting	Parents are able to review, provide input to edit changes if needed.	Edited documents from parents, agenda, invitation, sign in sheets, and minutes
Parent and Family Engagement Plan (PFEP)	2/28/19 3/25/19 4/18/19	SAC meeting Family Dance Party	Parents are able to review, provide input to edit changes if needed.	Edited documents from parents, agenda, invitation, sign in sheets, and minutes
School-Home Compact	3/25/19 4/18/19 4/25/19	SAC meeting Family Dance Party	Parents are able to review, provide input to edit changes if needed.	Edited documents from parents, agenda, invitation, sign in sheets, and minutes
Title I Budget	9/5/19	SAC meeting Open House	Parents will be able to review the budget.	Sign in sheets, PowerPoint, agenda, invitations
Parent & Family Engagement Allocation	9/26/19, 10/24/19, 11/21/19, 1/30/20, 2/27/19, 3/19/20, 4/23/20	SAC meeting Evaluations at each event	Parents are able to review, provide input to edit changes if needed.	Sign in sheets, agenda, invitations, and meeting minutes

**Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

** Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

2. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

Tentative date & time(s) of meeting	The Title I Annual Meeting will be September 5, 2019 at 6:00 pm in English and in Spanish. Open House will also be on September 5, 2019.
How are parents notified of the meeting?	Invitations will be printed and sent home via student agendas. The invitations will also be on the schools' website, the schools' Facebook page, marquee, and in the monthly newsletter.
What information is provided at the meeting?	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. 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.
How are parents informed of their rights?	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 engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	The Annual meeting will be presented in both English/Spanish. The invitation will also be in both English and Spanish. A light snack will be provided on family nights to help increase attendance. Childcare will be offered when appropriate so that parents may attend the workshop/meeting.
How will you get feedback from parents about the meeting?	Every parent that attends a workshop/meeting/parent and family event will be asked to complete a short evaluation of the event. The evaluation will be their ticket to receive their light snack. It will also provide information and feedback to help improve these events in the future.
How do parents who are not able to attend receive information from the meeting?	Information will be shared with parents that can't attend the workshop/meeting/parent and family events via fliers or informational packets that will be sent home with students.



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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

Title IV-Homeless	Homeless students that are identified by our school counselor, social worker, or by parents will be provided services such as transportation through HEARTH program.
Migrant	Migrant students enrolled at NLE will be assisted by the school and the district Migrant Education Program (MEP). Students will be prioritized by the MEP or supplemental services based on need and migrant status. The MEP teacher assigned to schools with high percentages of migrant students will advocate, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant school leaders will identify and recruit migrant students and their families for the MEP. They will provide both support for the students and parents in locating services necessary to ensure academic success of students whose education has been interrupted.
Preschool Programs	Pre-K teachers are on campus that work with our Pre-K staff and conduct monthly building capacity activities with our Pre-K parents to assist them with working with their children at home.
Title III-ESOL	Title 3 provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, as well as professional learning opportunities for school staff.
SAC	All parents are invited to attend monthly meetings and the council is selected through election of their peers to reflect and represent the make-up of the school population. Notifications are sent home via agenda, on the school marquee, school website, and school newsletter. Any parent can speak at the meeting, but only elected members may vote.
PTO/PTA	n/a
Community Agencies/Business Partners	Business partners are included on our SAC and we partner with a local church for families in need of food, clothing, and school supplies. We receive donations of uniforms and school supplies from these partners.

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	Parent/teacher conference logs are held at least once a year. Agendas are provided to each student to ensure open communication between home and school. Important dates/information will also be printed in student agendas and can be found on our district and school website.
Describe how 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.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Daily communication through agendas, email and/or phone are used to address expected proficiency levels, curriculum, and assessments that will be given throughout the year. Interim reports are sent home four times a year to keep parents updated on their students' progress. Parents are encouraged to sign up for Parent Portal where they can check on their students' daily progress.
Describe how your school provides information to parents in their native language. What languages do you provide?	For any parent/family event or pertinent information fliers and newsletters are sent home in both English and Spanish. Haitian Creole is available upon request. Information is also available on our school website.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	Parents receive advanced notifications of meetings, workshops, and/or events. These notifications provide accommodations for flexible time and placement. The school provides access ramps throughout the school so that every part of the school is accessible. Parents always have an input.
Describe the opportunities parents have to participate in their child's education.	Parents are always welcomed on campus. Parent/family events are held several times throughout the year which provides beneficial information about how to improve and participate in their students' education. We also encourage volunteering. We provide opportunities to become volunteers during Open House and other parent/family events.

5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

Topic/Title	How does this help staff build school/parent relationships?	Format for Implementation: workshop, book study, presenter, etc.	Who is the audience?	Tentative Date/Time
Poor Students, Rich Teaching	Motivate students to learn in the face of poverty using mindsets in the classroom; Understand the urgency of poverty in the United States and how poverty affects education, student engagement, and academic achievement. Learn how creating a positive school culture and a growth mindset for students can be beneficial in overcoming adversity.	book study	All Staff	8/5/19- end of school year
Heartland- Trauma Informed Care Training	• Define trauma and discuss its prevalence in society • Explain the effect trauma has on the brain • Discuss strategies to reduce the likelihood of re-traumatization • Describe ways trauma affects people developmentally, psychologically and physiologically • Understand common signs and symptoms of trauma and how to respond to them	workshop	All Staff	10/14/19



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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

Building Capacity of Parents and Families							
Topic	Title	How will this impact Student Achievement?	Tentative Date/Time Are they flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum Areas	BINGO for Books	This event will provide information and strategies to help parents improve reading skills at home. Parents will also be provided information on EIA and Math Standards.	November 21, 2019 5:00-6:00 yes		✓		✓
State Assessments & Achievement Levels	FSA Night	This event will provide parents with test taking strategies and examples of FSA assessments.	January 23, 2020 5:00-6:00 yes		✓	✓	✓
Technology, Parent Portal	Hispanic Heritage Night	Information will be provided about Internet safety, cyberbullying, and Parent Portal.	October 3, 2019 5:00-6:30 yes		✓		✓
Transition (Kdg, MS, HS)	Kindergarten Round-Up	This workshop will provide information to parents to help their student make a smooth transition into school.	Spring 2020 9:00-1:00 yes				✓
Literacy	Camp Read A Lot/Dance Party	Parents are provided a packet of reading strategies for the upcoming grade for their student.	April 23, 2020 5:30-7:00 yes		✓		✓
STEM/ Mathematics	STEM Up Learning Trunk or Treat	Parents will receive information about science, technology, engineering, and math curriculum. Parents will receive information on ways to improve math at home.	March 12, 2020 5:00-6:30 October 24, 2019 5:00-6:30 yes		✓		✓
Social Studies	Black History Night	This workshop will provide parents with information about how the world works on a social level.	February 6, 2020 5:00-6:30 yes		✓		✓

How will workshops/events be evaluated?	Parents will receive an evaluation form at each workshop/event. The evaluations will be reviewed to determine the ways to improve these events.
How will the needs of parents be assessed to plan future events?	Parent surveys and feedback from events will be evaluated and adjusted to fit the needs of parents.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Workshop/events will be presented in English/Spanish. Invitations will also be in both English and Spanish. A light snack will be provided on family nights to help increase attendance since most events are during dinnertime. Childcare will also be offered when appropriate.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	Parent surveys and feedback from events evaluations are reviewed to determine the best times to hold workshop/meetings/parent/family events. Evenings are preferred. Conference are also held before/during/after school and by phone. Translation is also provided when appropriate.
How do parents who are not able to attend building capacity events receive information from the meetings?	Parents that are unable to attend events are able to request the information be sent home. This information will be sent home the following school day of the request. Information will also be available on the school website to review.

**These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*