



# 2018-2019 Title I Parent and Family Engagement Plan



**Ben Hill Griffin Jr. Elementary**

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

**At Ben Hill Griffin Jr. Elementary, we believe in order to consistently improve student achievement positive change must take place through the collaboration of school leaders, community members, and school families to break down the barriers that might otherwise limit academic achievement of our students.**

**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: \_\_\_\_\_

<b>Involvement of Parents</b>	
<p>If the school wide program plan under <b>Section 1116 (b) (1)</b> 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 <b>Section 1116(b) (4)</b>.</p> <p>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.</p>	
<p><i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i></p>	<p>All parents/families are invited to participate in developing and revising the plan. At the Annual Title 1 Meeting parents are encouraged to review our plan. Also, we send out a school-wide flyer to all families in their student's backpack to encourage input. At each of our Parent Nights we provide a survey to ask families for ways to improve our workshops and when times are convenient for them to attend.</p>
<p><i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i></p>	<p>We review the number of participants at each event to make decisions. We review the interests the families and the results on student achievement of each workshop provided.</p>
<p><i>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?</i></p>	<p>We will involve parents in our decision making process by encouraging families to become involved in our schools by a variety of means. At all Parent Nights we provide surveys to the families to ask convenient times for events, most beneficial portion of the workshop provided, and suggestions for improvement. At the Annual Title 1 Parent Meeting we encourage parents to become involved in our school in a variety of ways. They can serve on existing boards such as SAC and PTO. They can also provide suggestions directly to the Title 1 contact, Mrs. Loveless. We also utilize the results from our analysis of previous events to help plan events for this year.</p>
<p><i>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</i></p>	<p>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.</p>

<b><i>How will this plan assist in providing high quality instruction for all learners?</i></b>	Our Staff Development for teachers will positively impact our students by providing tools necessary to keep our families informed of their child's progress. Our Status of the Class materials allow families to see how their child is progressing and to practice strategies to assist at home. These meetings also build bridges between the school and home by creating a climate of a healthy home school connection.
<b><i>How will the school share comments received from parents/families?</i></b>	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.
<b><i>How will this plan be made available to the community?</i></b>	This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.

## 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 provide workshops on Tuesdays and Thursdays to take into consideration church activities and athletic events that conflict on other school nights. We also offer varying times throughout the year to allow for families work schedules.

<p><b>Describe what childcare, home visits and/or transportation services are provided by your school.</b></p>	<p>We have a Migrant advocate that provides home services to our families.</p>
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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)**

<p>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.</p>	
<p><b>Date and time you will hold your meeting?</b></p>	<p>September 25<sup>th</sup>, 2018 5:30 p.m.</p>
<p><b>Notification and Invitation:</b></p> <ul style="list-style-type: none"> <li>○ How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	<p>Parents are provided two separate notices that are sent home. The first notice is sent home the week before the event. The second notice is sent home two days before the event. The event is advertised on our school marquee. Also, the date of the event is on our school website.</p>
<p><b>Information:</b> <b>Please describe how your meeting will cover information about:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.</p> <p>Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
<p><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	<p>The largest barrier that we have identified is translation. In order to address the barrier we provided a print version of the Power Point presentation for parents to have during the Title 1 meeting. We also had translators available for the classroom portion of the event. The Title 1 surveys were translated into Spanish to assist our Spanish speaking families to provide input on the effectiveness of our Annual Parent Meeting.</p>
<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>○ How will you get feedback from parents about the meeting?</li> </ul>	<p>Surveys are given to each Parent in attendance at the Annual Parent Meeting. We also encourage Parents to contact the Title 1 Facilitator at our school – Lori Loveless, if they have any suggestions for improvement.</p>
<p><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>○ How will you get the information home to parents who do not attend the meeting?</li> </ul>	<p>Parents who do not attend may view the materials provided at the meeting are sent home the folders containing their child's specific data information for them to view, sign, and return.</p>

## 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.

<b>Title Topic</b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> Is it flexible?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Child Care</u></b>	<b><u>Translation</u></b>
<b>Annual Parent Mtg./Status of the Class</b>	Notification of curriculum, testing requirements, Title 1 requirements, individual student results.	Title 1 Power Point, Agenda, Surveys, Sign-in sheets, Status of the Class data sheets.	September 25 <sup>th</sup> , 2018 5:30 p.m.				X
<b>Edible Math Night</b>	Demonstrate engaging math activities for families to practice at home. Explain FSA Math standards assessed at each grade level.	Each grade level develops two activities aligned with their grade level FSA Math standards to model with families. Manipulatives and edible snacks. Sign-in sheets, surveys.	October 18 <sup>th</sup> , 2018 4:30 p.m.		x		x
<b>Technology/ Media Night</b>	Model use of online resources available to our families with ways to improve student performance by utilizing Accelerated Reader program.	Computer labs for families to access websites. Accelerated Reader handouts showing reports of student growth. Sign-in sheets, surveys.	December 4 <sup>th</sup> , 2018				x
<b>FSA/ Literacy/Status of the Class</b>	Status of the Class information presented to families to show progress of their children. Inform parents of testing schedule and how to prepare for improved testing conditions.	FSA Testing Calendar. Status of the Class chart for each classroom. Sign-in sheets, surveys.	January 15 <sup>th</sup> , 2018				x
<b>Hands-on Science Night</b>	Provide learning experience for families with engaging experiments modeled by teachers and performed by students.	Science stations. Sign-in sheets, surveys.	April 25 <sup>th</sup> , 2018				x

How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?	Parent surveys. <u>Yes, we survey our parents.</u>
How do you evaluate effectiveness?	Parents are surveyed on how effective the workshop they attended was. <u>Ways they recommend improvement and additional workshops they would like presented at our school.</u>
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.	<u>We try to offer flexible dates and times for parents to attend our workshops. We follow up with information to allow parents to access what they missed at a later time with the Parent Involvement Facilitator or teacher. We have a Parent Involvement Notebook located in the front office with printed handouts of materials utilized. We provide information about our local Parent Resource Center and their calendar of events.</u>
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	<u>We have business partners that we call "adopt a class". The partners provide financial assistance to classrooms to provide needed materials.</u>

- The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply; Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.

## Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school [Section 1116(e) (3)].

Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...				
<ul style="list-style-type: none"> <li>○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i></li> <li>○ <i>the value and utility of contributions of parents/families</i></li> <li>○ <i>how to implement and coordinate parent/family programs</i></li> </ul>				
<i>how to build ties between parents/families and the school</i>				
<b>Please describe below how you do this.</b>				
<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <b>Presenter?</b>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Status of the Class	Provide a framework for providing student data to parents and show class expectations for progress.	Professional Learning Community.	Classroom Teachers and ESE Resource and Inclusion Teachers.	September 11 <sup>th</sup> , 2018

## Communication

<p>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)];</p>	
<p><b>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?</b></p>	<p>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.</p>
<p><b>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?</b></p>	<p>Parents are provided a <u>Right to Know Letter that indicates the professional qualifications of classroom teachers.</u></p>
<p><b>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?</b></p>	<p>Parents are informed during their first <u>Status of the Class meeting with teachers in September.</u></p>
<p><b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</b></p>	<p>Parents have access to their child's results upon receipt of the reports from the District. <u>The remaining reports are given to parents at orientation or sent home.</u></p>
<p><b>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?</b></p>	<p>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.</p>

## 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:**

○ <b>Homeless</b>	Refer to District Program that provides support through the Hearth Program.
○ <b>Migrant</b>	Migrant advocate provides backpacks to students, conducts home visits, and assists with school and housing supplies.
○ <b>Preschool</b>	N/A
○ <b>ESOL</b>	We have an ESOL Paraprofessional who provides services to our identified students.
○ <b>SAC School Advisory</b>	We invite all parents to become members of our SAC Committee.
○ <b>PTO/PTA</b>	PTO welcomes parents at Open House and introduces appointed officers for the year. They encourage membership of families and participation in PTO events.
○ <b>Community Agencies</b>	Our school partners with the local Care Center to provide needed resources to families.
○ <b>Booster Clubs</b>	
○ <b>Business Partners</b>	

## Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators. Sec 1116(e)(5) and 1116(f)

<p><b>What opportunities do parents have to participate in their child (rens) education?</b>  <b>Volunteer?</b> Section 1116 (d) (c)  <b>Mentor?</b></p>	<p>Parents have an opportunity to be involved in our school by serving on our SAC Committee, PTO, and Literacy Committee. We also invite parents to attend Parent Meetings at our school to review Title 1 plans and documents.</p>
<p><b>What forms of communication do you provide parents, in an understandable and uniform format related to;</b></p> <ul style="list-style-type: none"> <li>• school and parent programs</li> <li>• meetings</li> <li>• school reports</li> <li>• and other activities</li> </ul>	<p>Fliers, marquee, website.</p>
<p><b>What barriers hinder participation by parents in parental involvement activities?</b>  <b>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)</b></p>	<p>Families work schedules. Low socio-economic status of our families. Only other languages spoken at home.</p>
<p><b>How does your school provide information to parent's in their native language?</b>  <b>What languages do you provide?</b> Section 1116 (e) (5)  <b>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</b></p>	<p>We provide translation services by utilizing our school staff of bilingual teachers, migrant liaison, and ESOL paraprofessional. We also translate Power Point materials and surveys to best serve our families.</p>
<p><b>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</b></p> <ul style="list-style-type: none"> <li>• Title I Parent/Family Resource Centers</li> <li>• Books Bridge Buses</li> <li>• Parent University</li> <li>• Other</li> </ul>	<p>Ben Hill Griffin Jr. Elementary supports our local Parent Center in order to encourage use by our Families. The Parent Resource Center director is included in Parent Nights to showcase the services offered at the facility. The monthly events are advertised on our school website and monthly fliers are sent home in student backpacks.</p>