



# 2018-2019 Title I Parent and Family Engagement Plan



Lewis Anna Woodbury Elementary

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

Lewis Anna Woodbury Elementary School will strive to BUILD RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day. Our doors are always open and we welcome all parents and families to be a part of their child's/children's learning.

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: Alex Wise Date: 08/08/2018

Involvement of Parents	
<p>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).</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 this plan. The plan is reviewed/revised three times a year using parent input.</p>
<p><i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i></p>	<p>This plan is reviewed three 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.</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>Parents are surveyed when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child's academic achievement. Results from surveying parents is used to plan parent and staff trainings.</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>All parents were invited to provide input on the 2017-2018 plan. An invitation via agendas, and on our school website, to a parent meeting that was held on October 3, 2017. Parents who could not attend the meeting were invited to submit comments and/or suggestions on the current plan. Copies of the meeting invitation, agenda, sign in sheets and minutes containing all parent suggestions is kept on file as documentation. The plan will be reviewed at our October 2017 School Advisory Council meeting and again in April as we plan for the next school year.</p>
<p><i>How will this plan assist in providing high quality instruction for all learners?</i></p>	<p>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, and test taking tips to support the high quality instruction provided during the school day.</p>
<p><i>How will the school share comments received from parents/families?</i></p>	<p>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.</p>

<b>How will this plan be made available to the community?</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.
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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 in 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>	
<b>Date and time you will hold your meeting?</b>	Our Annual Parent Meeting will be held on Tuesday, October 3, 2017 (postponed due to Hurricane Irma) in our school cafeteria then in individual classrooms. We will have two sessions to accommodate parents with more than one child.
<p><b>Notification and Invitation:</b></p> <ul style="list-style-type: none"> <li>o How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	All parents will be notified of the Annual parent meeting via a flyer in the backpack, and a sticker in the student planner. The information for this meeting will be posted on our school website and marquee in front of the school.
<p><b>Information:</b> Please describe how your meeting will cover information about:</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>o What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	Translation of materials given out will be translated in English and Spanish and we will provide a translator at the meeting. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed.
<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>o How will you get feedback from parents about the meeting?</li> </ul>	Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The evaluation is their ticket out the door and asks if there is any additional information about Title I, the curriculum, or testing that they would like to learn more about. It also asks for feedback on this year's Title I Parent and Family Engagement Plan.
<p><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>o How will you get the information home to parents who do not attend the meeting?</li> </ul>	For parents who are not able to attend this meeting, the information will be available on our school website.

## 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)**

<b>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</b>	Parents are provided a calendar of events at the start of school. All dates and times of events are posted on our school website. Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. Ex; mornings, evenings, and some Saturday events When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website.
<b>Describe what childcare, home visits and/or transportation services are provided by your school.</b>	For some parent workshops our school offers limited childcare or children's activities while parents attend a workshop. Some teachers make home visits to conference with parents who cannot attend a school conference. Our schools address barriers that hinder parent/family engagement on a needs basis or if requested and when feasible accommodates those requests.

## 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>Childcare</u></b>	<b><u>Translation</u></b>
<b>Curriculum /Florida Standards</b>	Provide information to parents on standards by grade level and how they can help their child at home. Grades 3-5 take the FSA state assessment	Information on where to located Florida Standards by Grade level.	Mini Math workshop- October 3, 2017 Reading Night- January 9, 2017 Dr. Seuss Night- Feb. 2, 2017		X  X		X  X
<b>State Tests &amp; Achievement Levels</b>	Provide test taking strategies to parents and also information on the assessments their child will be expected to take.	Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents.	Integrated throughout subject area workshops.		x		x
<b>Transition (Kdg, MS, HS)</b>	These workshops will provide information to parents to help their child make a smooth transition with change in school.	Provide parents of incoming Kindergarten information on how to prepare their child for school.	Kindergarten Round Up April 2018 @ 9:00 – 11:00 am				x

<b>Literacy 1116 (e)</b>	Provide parents with strategies to help them read with their child at home	Take-home materials for literacy games.	Reading Night- January 9, 2017 Dr. Seuss Night- Feb. 2, 2017		x		x
<b>Technology, Parent Portal</b>	Provide parents information on how to navigate the Parent Portal to check their child's grades. Workshop on internet safety, cyber bullying and information on other educational websites	Hands on workshop.	Integrated throughout other workshops.				x
<b>College and Career</b>							
<b>Graduation Requirements/Scholarships</b>							
<b>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?</b>	<input checked="" type="checkbox"/> SAC, PTO/PTA, Parent Advisory meetings <input checked="" type="checkbox"/> Parent surveys, District parent survey <input checked="" type="checkbox"/> Evaluations at previous workshops <input checked="" type="checkbox"/> Parent meetings to review compact/old PIP/PFEP						
<b>How do you evaluate effectiveness?</b>	<input checked="" type="checkbox"/> data collection <input checked="" type="checkbox"/> survey results <input checked="" type="checkbox"/> comments on surveys <input checked="" type="checkbox"/> student achievement data						
<b>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.</b>	<input checked="" type="checkbox"/> Newsletters with tips <input checked="" type="checkbox"/> Tips on your website <input checked="" type="checkbox"/> Curriculum guides <input checked="" type="checkbox"/> Homework guide for parents <input checked="" type="checkbox"/> Strategies for parents to use at home <input checked="" type="checkbox"/> Books/reading materials <input checked="" type="checkbox"/> Projects <input checked="" type="checkbox"/> Video clips <input checked="" type="checkbox"/> Information in other languages						
<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>	<input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> <b>Business partners</b> <input checked="" type="checkbox"/> Churches						

- 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)].

<p><b>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</b></p> <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> <p><i>how to build ties between parents/families and the school</i></p>				
<p><b>Please describe below how you do this.</b></p>				
<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Effective Parent conferences	To help teachers have <u>more effective parent conferences.</u>	Presenter during PLC	Teachers	January 3, 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>Right to know letters are passed out at orientation.</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>	We work with the HEARTH program to provide services and necessities to those students considered homeless. Once they are enrolled, we notify the teacher of their status. We help parents get in touch with HEARTH as soon as possible to get them assistance.
○ <b>Migrant</b>	We provide information/materials in English and Spanish to accommodate all parents. We have two migrant paras that work specifically with migrant students in a small group setting. We are in touch with our migrant liaison to assist with communicating with parents and making home visits.
○ <b>Preschool</b>	We have two Head Start units on campus that help prepare students for Kindergarten. PreK teachers attend all staff meetings and trainings. PreK parents are invited to school-wide events and the PreK department provides parent workshops to help build capacity.
○ <b>ESOL</b>	We have an ESOL teacher and two ESOL paras. We provide all information in both English and Spanish and work with the ESOL department to get materials/services for students as well as parents.
○ <b>SAC School Advisory</b>	At the annual parent meeting, we invite all parents to attend the SAC meeting and to inform us if they would like to be on the SAC committee. Reminders about SAC meetings are included in newsletters and the dates are provided at the beginning of the year.
○ <b>PTO/PTA</b>	At the annual parent meeting, we invite all parents to attend the PTO meetings and to inform us if they would like to be on the PTO board. Reminders about PTO meetings are included in newsletters and the dates are provided at the beginning of the year.
○ <b>Community Agencies</b>	Two churches in the community offer homework help after school once a week. Church leaders are a part of our SAC and are kept informed of all activities.
○ <b>Booster Clubs</b>	N/A
○ <b>Business Partners</b>	We partner with United Way for our Reading Pals program. Mosaic is a major business partner that provides donations and grant opportunities.
<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>All parent information is presented in English and Spanish.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Annual Parent meeting</li> <li><input checked="" type="checkbox"/> Website</li> <li><input checked="" type="checkbox"/> Newsletters (school and/or grade level)</li> <li><input checked="" type="checkbox"/> Parent conferences</li> <li><input checked="" type="checkbox"/> Parent workshops</li> <li><input checked="" type="checkbox"/> Progress monitoring</li> <li><input checked="" type="checkbox"/> Extended learning</li> <li><input checked="" type="checkbox"/> Test prep</li> <li><input checked="" type="checkbox"/> APTT/data nights</li> <li><input checked="" type="checkbox"/> PIN</li> </ul>
<b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> State/district reports</li> <li><input checked="" type="checkbox"/> Parent conferences</li> </ul>
<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>	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.

## 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 are encouraged to become approved volunteers and are always welcome to volunteer at school to help in all areas of need. We have a volunteer coordinator who contacts parents when we are in need of extra volunteers.</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>• <b>school and parent programs</b></li> <li>• <b>meetings</b></li> <li>• <b>school reports</b></li> <li>• <b>and other activities</b></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The plan and the compact</li> <li><input checked="" type="checkbox"/> school messenger</li> <li><input checked="" type="checkbox"/> flyers, notifications/invitations</li> <li><input checked="" type="checkbox"/> calendars</li> <li><input checked="" type="checkbox"/> website</li> <li><input checked="" type="checkbox"/> school marquee</li> <li><input checked="" type="checkbox"/> school and/or grade level newsletters</li> <li><input checked="" type="checkbox"/> parent workshops</li> <li><input checked="" type="checkbox"/> PTO/PTA meetings or SAC meetings</li> <li><input checked="" type="checkbox"/> Progress reports</li> <li><input checked="" type="checkbox"/> Report cards, interim reports, state assessment/curriculum information</li> </ul>
<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>Some of our barriers are language, and childcare. Therefore, we offer all information in English and Spanish and allow parents to bring other children.</p>

<p><b>How does your school provide information to parent's in their native language?</b>  <b>What languages do you provide?</b> <i>Section 1116 (e) (5)</i>  <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><input checked="" type="checkbox"/> Translation is provided at all school events  <input checked="" type="checkbox"/> All communication is provided in English and Spanish (call outs, newsletters, website, marquee, flyers, etc)</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>• <b>Title I Parent/Family Resource Centers</b></li> <li>• <b>Books Bridge Buses</b></li> <li>• <b>Parent University</b></li> <li>• <b>Other</b></li> </ul>	<p><input checked="" type="checkbox"/> Parent/Family Informational Notebook (PIN)</p> <p>Send home</p> <p><input checked="" type="checkbox"/> Information in your school/grade level newsletter</p> <p><input checked="" type="checkbox"/> Send home flyers</p> <p><input checked="" type="checkbox"/> Stickers in agenda</p>