



2017-2018 Title I Parent and Family Engagement Plan

Carlton Palmore Elementary



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

"Carlton Palmore Elementary is committed to meeting the individual needs of each child, developing responsible citizens, and challenging students to learn, think and perform at their highest level."

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: Badonna Dardis Date: 9/18/2017

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 and revised twice a year.</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 twice a year, once at the Annual Meeting and then again at the end of 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 standards 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 they would like the school to provide to assist and support in helping their child to have a successful academic future. The results from parent surveys are 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>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>
<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 Florida Standards, Literacy, and test taking tips to support high quality instruction provided throughout 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>
<p><i>How will this plan be made available to the community?</i></p>	<p>This plan is available to all parents, business partners, and the 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.</p>

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>	
<p>Date and time you will hold your meeting?</p>	<p><u>Our Annual Parent Meeting will be held Thursday, September 28, 2017. The meeting will be held at 4:30 in our school cafeteria then at 5:30 move to individual classrooms. All parents are invited and encouraged to attend the meeting.</u></p>
<p>Notification and Invitation:</p> <ul style="list-style-type: none"> How will you inform and invite parents/families in a timely way about the Annual Meeting. 	<p>All parents will be notified of the Annual Parent Meeting via flyer in their backpacks, through remind, and a sticker in their agendas. The information for this meeting will be posted on our school website and on the marquee in front of the school.</p>
<p>Information: Please describe how your meeting will cover information about:</p> <ul style="list-style-type: none"> 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. 	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on;</p> <ol style="list-style-type: none"> The Title I Program Parents Right to Know Curriculum and Assessment information and Ways parents can be involved, School choice, and the qualifications of their child's teacher or paraprofessional, and Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field. <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>Barriers:</p> <ul style="list-style-type: none"> What barriers will you address to encourage parents/families to attend? Example: Childcare, transportation, etc. <p>Flexible Parent Meetings:</p> <p>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)</p>	<p><u>Transportation is not offered to all parents, however if we know a family in need of transportation in order to attend we will work to find a solution. Translation of materials given out will be translated in English and Spanish. Parents are welcome to bring their child (ren) to the meetings so childcare is not needed.</u></p>
<p>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</p>	<p><u>Parents are provided a calendar through the Student Parent Handbook of the events at the start of the school year. All dates and times are posted on our school website. Parent/Family nights are offered at different days and times in Order to increase attendance.</u></p>
<p>Describe what childcare, home visits and/or transportation services are provided by your school.</p>	<p><u>For some parent workshops our school offers child activities while the parents attend a workshop. Transportation is provided for families on a needs basis.</u></p> <p><u>Some teachers make home visits to conference with parents who cannot attend a conference.</u></p>

Evaluations: ○ How will you get feedback from parents about the meeting?	Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. 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.
Parents who do not attend? ○ How will you get the information home to parents who do not attend the meeting?	For parents who are not able to attend this meeting, a Powerpoint with the information will be on our school website.

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	Child Care	Translation
Curriculum /Florida Standards	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 assessments. Multi-Cultural Night National STEM Day	Information of where to locate standards by grade level.	STEM DAY-Nov. 8th FSA Night- Jan.30 th Multi-Cultural-Feb. 22		X		X
State Tests & Achievement Levels	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.	Jan. 30 th		X	X	X
Transition (Kdg, MS, HS)	These parent nights will provide information to parents to help their child make a smooth transition with change in school.	Provide parents of incoming Kindergartener information on how to prepare their child for school. Parents of 5 th grade students will be given information to help them prepare their child for middle school.	Kindergarten Round Up-May TBA May-14 th Presentations will be arranged by the middle school.				X
Literacy 1116 (e)	To increase student achievement in reading and give families resources to help their children.	The Book Bridges Bus and Literacy Night(Bingo for Books)	December 11-15 th May 14-18 th				X
Technology, Parent Portal	Parents are able to receive their child's grades as needed	Computers and how to instructions	Sept. 28 th				
College and Career	Student's present their work and show they achievement	WE3Expo	Nov. 3 rd				

Graduation Requirements/Scholarships	Preparing them for college or a career	Essays, Scholarships	May.14 th and 24 th	X			
No Place Like Home	Building relationships with families to help increase attendance and overall student achievement	Administration visits a family once a month that is chosen by random selection	All year				
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?	<u>We look at the barriers that the parents have stated on their evaluation forms after each parent and family night. At the end of every school year we hold a Coffee and Conversation meeting to get input on what types of events we should have.</u>						
How do you evaluate effectiveness?	<u>Through evaluations after every parent and family night.</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 have parent nights that are all aligned with curriculum and how we use the curriculum inside the classrooms. We also provide parents with ways to help at home with Istation, reading, math, and science.</u>						
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	<u>We sent out brochures, have volunteers, SAC meetings, Walk-A-Thons, and We3Expo.</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).

<p>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</p> <ul style="list-style-type: none"> ○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i> ○ <i>the value and utility of contributions of parents/families</i> ○ <i>how to implement and coordinate parent/family programs</i> <p><i>how to build ties between parents/families and the school</i></p>				
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
Leader in Me Training	<u>Teaching staff, students, and parents 21st century leadership and life skills and creates a culture of student empowerment.</u>	<u>Workshop- Allen Due, Kellie Lambert and Mr. Conley</u>	<u>All staff</u>	<u>August 2-4 and September 28th</u>

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>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?</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>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?</p>	<p><u>The Right to Know letters are sent home after four weeks of being taught by a teacher out of field. If a parent request information the information is sent home within two weeks.</u></p>
<p>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?</p>	<p><u>Through conferences, FSA night, parent letters with student achievement progress, interims and report cards.</u></p>
<p>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</p>	<p><u>Families are provided through postal service letters on their child's achievement levels on state assessment.</u></p>
<p>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?</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:

○ Homeless	*Hearth Projects- provides snack packs twice a week, free breakfast and lunch, and helps struggling families to get jobs.
○ Migrant	
○ Preschool	<ul style="list-style-type: none"> VPK provided for ½ day free
○ ESOL	<ul style="list-style-type: none"> Tutoring after school/Inclusion program
○ SAC School Advisory	<ul style="list-style-type: none"> Four times a year, all parents invited via flyers
○ PTO/PTA	
○ Community Agencies	
○ Booster Clubs	
○ Business Partners	<ul style="list-style-type: none"> Panda Express provide donations for Leader in Me trainings.

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>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c) Mentor?</p>	<p>Parents are able to sign up as volunteers to help in classrooms, field trips, with Junior Achievement, and Great American Teach- In.</p>
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> school and parent programs meetings school reports and other activities 	<p>Parents receive information through parent nights, conferences, school reports, remind, and newsletters.</p>

<p>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)</p>	<p><u>Some barriers stated in the past were food, childcare, times of day and translators. Our plan this year is to provide light meals for families, childcare, vary the time of day and provide translation of resources and presentations.</u></p>
<p>How does your school provide information to parent's in their native language? What languages do you provide? <i>Section 1116 (e) (5)</i> Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<p><u>We provided a translator at our Annual Meeting and will continue to provide a translator for presentations and resources for Spanish.</u></p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</p> <ul style="list-style-type: none"> • Title I Parent/Family Resource Centers • Books Bridge Buses • Parent University • Other 	<p><u>We will have the Books Bridge Bus on campus for a literacy night with Mrs. Comparato as the presenter; Newsletters for Family Resource Centers are provided monthly with Parent University information.</u></p>