



# 2018-2019 Title I Parent and Family Engagement Plan

R. W. Blake Academy



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

The strategic goal of Blake Academy is to strengthen, create and sustain a pervasive culture of learning behaviors and respect for all the members of the Blake family, which includes students, teachers, staff and community.

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 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>Parents, teachers and community members are encouraged to provide suggestions and feedback on parent involvement events. The information is collected through evaluations, SAC meetings, and surveys conducted by the school.</p>
<p><i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i></p>	<p>We take into consideration, days, dates, times, barriers, and suggestions for content to increase engagement. The main thing we take into consideration at Blake is including student performances with capacity building.</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>Title I funds usage and program provisions are discussed with the School Advisory Committee and voted upon.</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". We began by collecting feedback after each event last year and making adjustments to the events. At the May SAC and Parent involvement event we met to discuss and solicit revisions to the PFEP (formerly PIP).</p>
<p><i>How will this plan assist in providing high quality instruction for all learners?</i></p>	<p>At Blake Academy we aim for transparency, we want our families and community members to be aware of the opportunities available to be engaged at school, additionally we want them to know their comments are heard and taken into consideration.</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 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>

## 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)**

<i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i>	<u>Although the events are different at Blake Academy we offer parent involvement events on different days of the week and different times of day. Some events are in the morning and some are in the evening.</u>
<i>Describe what childcare, home visits and/or transportation services are provided by your school.</i>	

## 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.	
<b><u>Date and time you will hold your meeting?</u></b>	<u>The annual Title I meeting was held during Open House on September 6, 2018 from 6:00-7:00p.m.</u>
<b><u>Notification and Invitation:</u></b> ○ <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i>	<u>Two separate flyers were sent home over two weeks to notify parents about the Title I meeting and Open House Event. The information was also in the student agenda, on the marquee, and on the website.</u>
<b><u>Information:</u></b> <b><u>Please describe how your meeting will cover information about:</u></b> ● <i>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.</i>	<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>In addition to the district power point information was provided on how 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>
<b><u>Barriers:</u></b> ○ <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i>	<u>Most all of the parent involvement events provide meals, and translations are available. All events are family friendly.</u>
<b><u>Evaluations:</u></b> ○ <i>How will you get feedback from parents about the meeting?</i>	<u>At the conclusion of each event parents asked to complete a brief survey and provide feedback on the event. These surveys are collected, read, and maintained.</u>
<b><u>Parents who do not attend?</u></b> ○ <i>How will you get the information home to parents who do not attend the meeting?</i>	<u>The information is available on the website, and by request. If the event is held in the classrooms copies are sent home in Tuesday Folders with each child.</u>

## 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.
- 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.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards		Copies of information from National PTA site, information also from FL DOE	10/5/17 -evening		X		X
State Tests & Achievement Levels		Information on which grade levels test and when, information on each level	9/27/17 7:30-8:30 am, 10/5/17 evening, and 1/11/18 evening		X		X
Transition (Kdg, MS, HS)	Providing information to help ensure students are prepared for K MS to HS Transition meetings	Kindergarten Round-up bags, Information on HS programs available and course requirements	K Round up in April Transition meetings in Spring with School Counselor				X
Literacy 1116 (e)		Tips for Dads bonding over reading, Reading tips from the DOE, Reading Rockets information	9/27/17 7:30-8:30am, 11/8/17 morning, 1/18/18 morning, 1/11/18 evening		X		X
Technology, Parent Portal	Parents will	Parent Portal Links and passwords	8/8/17 all day				
College and Career		Great American Teach-In					
Graduation Requirements/Scholarships		NA					
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 conduct surveys to see what parents are interested in, we look at which events get better attendance and why, we also do post event evaluations.</u>					
How do you evaluate effectiveness?		<u>Monthly after each event evaluations are collected and reviewed. We also count attendance to see what percent of parents and students are attending.</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.							
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?							

## 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.

<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>
<b>Positive Communication with All Parents</b>	To ensure that all parents receive positive communication from their children's teachers on a regular basis	10 minute in-service-Mrs. Champion	All teachers	November faculty meeting-First Wednesday in November after school
<b>Getting Parents Involved</b>	Working to get parents excited to come back to school	10 minute in-service – Mrs. Champion	All teachers	December faculty meeting- First Wednesday in November after school

## Communication

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)];

<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>	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.
<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>	<u>The right to know letter was sent home on August 15, 2017 to all parents.</u>
<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>	<u>The information is distributed during multiple parent involvement events and during parent teacher conferences. The information on testing is also sent home to parents and on our school website.</u>
<b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</b>	<u>The FSA reports are available at the school during the summer and sent home with students at the beginning of the school year if they were unable to pick them up over the summer. Additionally we send home reports on progress monitoring with each report card.</u>
<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.

## 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>	Hearth works will school counselors
○ <b>Migrant</b>	The district has Migrant services, however we currently have no migrant students
○ <b>Preschool</b>	VPK on campus
○ <b>ESOL</b>	ESOL Para on campus to provide support
○ <b>SAC School Advisory</b>	SAC provides input on all Title I purchases and parent involvement events
○ <b>PTO/PTA</b>	N/A
○ <b>Community Agencies</b>	We partner with Kiwanis and the Blended Family Foundation
○ <b>Booster Clubs</b>	
○ <b>Business Partners</b>	We partner with Truly Nolen, Mitchell's Coffee, The City of Lakeland, The Polk County Board of Commissioners

## 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>Blake Academy has several volunteer opportunities and has partnered with the Blended Family Foundation to even offer the first 10 parents of the year to sign up to volunteer to have the \$25 fee paid for them. The school also has a mentoring program pairing adults from the community with children. There is also Reading Pals pairing adults with children who struggle with reading in Kindergarten. In addition to helping around the school volunteer opportunities include Dr. Seuss day, Great American Teach-In and the Fall Festival.</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>Every parent event-meeting, programs, reports etc... is sent home in the Tuesday folder. This is the main form of communication. Parents know to expect the folder every Tuesday and that it will have important communication items. In addition to sending home notices at least two weeks in advance, the information is always posted on the marquee in front of the school, on our facebook page, on our website and a school messenger notice is sent out.</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><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>Handouts are offered to parents in the language on record as being the home language. Currently that includes English and Spanish. We have bi-lingual presenters available at each event.</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>We provide information on and encourage use of the Family Resource Centers.</p>