



2018-2019 Title I Parent and Family Engagement Plan

Cleveland Court Elementary



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

The purpose of the parent involvement program at Cleveland Court Elementary School is to provide opportunities for every family to support the academic and social learning experiences for our students. In partnership with family and community, CCE will provide a safe and supportive learning environment where students strive for excellence in all they do.

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: _____

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>	
Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?	All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised twice a year at SAC meetings in the fall and spring. Also, copies are sent home to all families who are unable to attend the meetings in order for them to write in suggestions for the plan.
How do you use the information from reviewing the plan to design strategies for more effective engagement?	This plan is reviewed twice during the school year to make changes to what has been planned. Throughout the school year, student data will be analyzed in order to provide support for our families to better understand and assist their children at home with regards to curriculum, state standards and assessments, and to provide strategies, materials, and resources to help support learning at home.
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?	Parents/families are surveyed when developing and revising this plan and asked what types of workshops they would like the school to provide to assist in helping their child's academic achievement. Results from surveying parents are used to plan parent and staff trainings.
What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)	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.
How will this plan assist in providing high quality instruction for all learners?	This plan helps to 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.
How will the school share comments received from parents/families?	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.
How will this plan be made available to the community?	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.

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><i>Date and time you will hold your meeting?</i></p>	<p>CCE Annual Parent Meeting will be held on August 28, 2018 at 5:30 pm and August 29, 2018 at 8:30 am. Parents at the evening meeting will go directly to their child's classroom where they will watch a video about the Title I program, including how funds are spent, a description of the Compact and PFEP, and plans for family engagement opportunities. Parents will receive a copy of the Compact during the meeting.</p>
<p><i>Notification and Invitation:</i></p> <ul style="list-style-type: none"> ○ <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i> 	<p>All parents/families will be notified of the Annual Meeting via a flyer in their Tuesday folder and "Remind" text messages one week prior to the meeting and the day before. Information regarding the meeting will also be available in the school newsletter, website, Facebook and on the marquee in front of the school.</p>
<p><i>Information:</i> <i>Please describe how your meeting will cover information about:</i></p> <ul style="list-style-type: none"> • <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>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><i>Barriers:</i></p> <ul style="list-style-type: none"> ○ <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i> 	<p>Information provided during the meeting will be translated from English into Spanish and Haitian-Creole. A Spanish translator will also be available during the meeting.</p>
<p><i>Evaluations:</i></p> <ul style="list-style-type: none"> ○ <i>How will you get feedback from parents about the meeting?</i> 	<p>All families will be asked to complete a brief survey to evaluate the meeting. The survey 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 receive from the school.</p>
<p><i>Parents who do not attend?</i></p> <ul style="list-style-type: none"> ○ <i>How will you get the information home to parents who do Not attend the meeting?</i> 	<p>For parents/families who are unable to attend either meeting, a video along with the information shared will be available on our school website.</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)**

<p><i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i></p>	<p>Parents are provided a calendar of events at the start of the school year. All dates and times of events are also posted on the school website. Parent workshops are offered on different days and times, sometimes twice, in order to increase attendance. When applicable, a video of the workshop and/or slideshow presentations and materials provided will also be available on the school website.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></p>	<p>Childcare will be provided during grade level family workshops. Some teachers make home visits to conference with parents who cannot attend a school conference. We address barriers that hinder family engagement on a needs basis or if requested, and when feasible, accommodates those requests.</p>

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)**

<p><i>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?</i></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><i>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?</i></p>	<p>Parents are provided with the Right to Know letter at the beginning of each school year, and when new students are enrolled. A copy of the letter is also on the CCE website, as well as the PIN notebook in the front office.</p>
<p><i>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?</i></p>	<p>Information is provided to parents during parent conferences, sent home in students' Tuesday Folders throughout the school year, and during the Annual Parent Meeting and grade level Family Nights in the fall. Information is also provided in monthly newsletters and on the CCE website</p>
<p><i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i></p>	<p>FSA parent reports are sent home with students when they are provided by the state, usually at the end of the school year. If reports arrive during the summer months, CCE will send a Remind text message to parents letting them know the reports are available for pick up in the front office. Any reports remaining in the fall are sent home with students or forwarded to the next school.</p>
<p><i>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?</i></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>

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	Childcare	Translation
Curriculum /Florida Standards	Provide parents with activities to do with their children at home in the areas of literacy, math, science, etc. to increase student achievement; provide information about grade specific standards	Grade specific standards and parent resource page from FLDOE, FSA resources, websites such as FSA Portal and practice assessments, grade level expectations, homework policy, communication procedures, attendance expectations, PBIS information	September 2018 9/11 1 st Grade Family Night 5:45; 9/11 3 rd Grade Family Night 6pm 6:30 9/18 4 th Grade Family Night 5:45 9/18 5 th Grade Family Night 6:30 9/25 2 nd Grade Family Night 6:30 9/25 Kindergarten Family Night 5:45 All information and materials are provided to parents who are unable to attend the meetings per request.			X	X
State Tests & Achievement Levels	Provide parents with information about grade specific standards and assessments at each grade level	Parent resource pages from FLDOE, FSA Portal and practice assessments, testing dates, explanation of achievement levels	During Family Nights listed above All information and materials are provided to parents who are unable to attend the meetings per request.			X	X
Transition (Kdg, MS, HS)	Provide parents with resources and information to help prepare students to transition from PreK to Kindergarten	Kindergarten readiness packets, information about school policies, procedures, and parent involvement opportunities.	Spring 2019			X	X
Literacy 1116 (e)	Provide parents with activities and information to help students at home; provide resources and materials that parents can use with their children	Grade specific standards and parent resource page from FLDOE, FSA resources, websites such as FSA Portal and practice assessments, grade level expectations	During Family Nights listed above All information and materials are provided to parents who are unable to attend the meetings per request.			X	X
Technology, Parent Portal	Provide parents with activities and information to help students at home; provide resources and materials that parents can use with their children	Grade specific standards and parent resource page from FLDOE, FSA resources, websites such as FSA Portal and practice assessments, grade level expectations	During Family Nights listed above All information and materials are provided to parents who are unable to attend the meetings per request.			X	X
College and Career							
Graduation Requirements/Scholarships							

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?	At each family event, such as the Annual Parent Meeting or grade level Family Nights, CCE provides a family survey to assess the needs of the families. We ask for their feedback on the event, as well as suggestions for other workshops we could provide to better serve them and their students						
How do you evaluate effectiveness?	CCE evaluates the effectiveness of the family engagement activities by the feedback provided by the families.						
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.	During each grade level family night in the fall, CCE provides families with grade specific standards and parent resource page from FLDOE, FSA resources, websites such as FSA Portal and practice assessments, grade level expectations, homework policy, communication procedures, attendance expectations, PBIS information.						
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	CCE invites families, community and business partners to present information during our annual Great American Teach-In in November. We also partner with community and business partners to provide volunteer opportunities.						

- *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"> ○ <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> ○ <i>how to build ties between parents/families and the school</i> 				
<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 Conferencing	Strategies for teachers to build family relationships and increase effective communication between school and home.	PD provided during faculty meeting	All teachers	September 2018
Family Friendly Schools	Strategies for staff to build family relationships and creating a family friendly atmosphere	PD provided during faculty meeting	All teachers/staff	September 2018

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	The Hearth Program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program, funded through Title I, Part C.
○ Migrant	Migrant students enrolled in Cleveland Court will be assisted by the school and by the district Migrant Education Program. Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
○ Preschool	Each spring, Cleveland Court provides Kindergarten Round Up, which is an opportunity for parents of current Pre-K students to tour the campus, meet school staff, register for Kindergarten, and receive helpful resources to prepare their children for the transition from Pre-K to Kindergarten in the fall.
○ ESOL	Services are provided through our ESOL paraeducator and the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
○ SAC School Advisory	At orientation, parents are asked to volunteer to serve on the SAC committee for the year. Interested parents are contacted and put on the SAC ballot, on which all parents vote during the Annual Parent Meeting. Parents, staff, and community members meet 4 times per year to discuss the implementation of the SIP, PFEP, and how certain monies are allocated, and to vote various matters related to the school.
○ PTO/PTA	All parents are invited to join PTO throughout the school year. Parents and staff members meet monthly to discuss ongoing activities at the school.
○ Community Agencies	CCE collaborates with our local community agencies to enhance cooperation between our school, parents, and students to accomplish our schoolwide goals.
○ Booster Clubs	N/A
○ Business Partners	CCE collaborates with our local business partners to enhance cooperation between our school, parents, and students to accomplish our schoolwide goals.

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)</p>	<p>Parents are encouraged to volunteer at CCE. We provide a volunteer orientation in the fall and our volunteer coordinator works to partner approved volunteers with classrooms for specific assistance. We also encourage parents and community members to act as mentors to students. Our volunteer coordinator works to pair students with approved mentors.</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>Weekly Tuesday Folders—graded assignments, PTO flyers and fundraisers, class newsletters (also via email) Monthly School Newsletter PTO Email Blast Remind Text messages Parent/Teacher conferences CCE Website and CCE Facebook page Student Agendas School marquee</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>Childcare—we provide child care during all grade level family nights Translation—we provide English/Spanish translation on many documents that are shared with parents; our ESOL para is also available during school hours to translate Lack of resources—Refer parents to Parent Resource Centers across the district</p>
<p>How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)</p>	<p>CCE provides parents with documents in English, Spanish and Haitian Creole. We have our Compact and PFEP translated by district personnel, and with the help of our ESOL para, we provide notes throughout the year in Spanish, as well. We also provide district and state documents in Spanish, such as the Right to Know letter and Florida Standards parent resource page.</p>
<p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain</p>	<p>Provide translators at our parent events and workshops.</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 • Other 	<p>Provide parents with information and monthly newsletters from the Parent Resource Center</p>