



# 2017-2018 Title I Parent and Family Engagement Plan

R.E.A.L. Academy



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

The mission of REAL Academy of Polk County Public Schools, Florida, whose design is purposed to equip students with an accelerated and intensive Alternative Education Program to complete 2 academic years in one. Selected students who have failed 2 grade levels between 4-10th grade are enrolled. At the end of the one-year participation and passage of 2 years in one, students may achieve promotion to the grade level of kindergarten cohorts.

District and school-based Title I Parent Involvement Programs missions in Polk County will strive to build relationships to create positive engagements for every child, every family, every teacher, every day. We are working for all student success.

**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: John Wilson

Date: 2017-2018

<b>Involvement of Parents</b>	
<p>If the school wide program plan under <b>Section 1116 (b) (1)</b> is not satisfactory to the parents of participating children, the school will include/submit the parents' comments with the plan that will be made available to the local education agency <b>Section 1116(b) (4)</b>.</p> <p>Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.</p>	
<p><i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i></p>	<p>All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised once a year using parent input, website survey, and during the annual meetings.</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 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 backpack, email, and on our school website. Parents who could not attend the meeting were invited to submit comments and/or suggestions on the current plan. Copies of any meeting invitation, website surveys, agendas, sign in sheets and minutes containing all parent suggestions is kept on file as documentation and was submitted through the Moodle course. The plan will be reviewed in May 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 Pupil Progression Plan, Edgenuity, and test taking tips to support the individualized 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>
<p><i>How will this plan be made available to the community?</i></p>	<p>The plan is available on our school website and in the Title I parent informational notebook that is located in our front office of each location, as well as a copy to the parent upon request. A summary of the Title I plan will be sent via backpack and through email</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)**

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><i>Date and time you will hold your meeting?</i></b>	Our Annual Parent Meeting will be held in September 2018. The meetings will be held at 6:00 pm in our school cafeteria then at 7:00 pm move to individual classrooms. All parents are invited and encouraged to attend one of the meetings. Meetings will begin with lite refreshments, Title I presentation, than onto the classroom visits. Items to be provided: Agenda, Title I Information, Title I Survey, and various school items.
<b><i>Notification and Invitation:</i></b> o <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i>	All parents will be notified of the Annual parent meeting via a flyer in the backpack, email prior to meeting, and teacher reminders to students the day of. The information for this meeting will be posted on our school website and in one of our monthly newsletters.
<b><i>Information:</i></b> <b><i>Please describe how your meeting will cover information about:</i></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>	The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child's teacher and/or para. In addition, information about this plan and our school compact is discussed.  After the general meeting in the cafeteria parents are encouraged to visit their child's classroom to hear specific information about the curriculum and state assessments their child will take.
<b><i>Barriers:</i></b> o <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i>	Translation of materials given out will be translated in English, Spanish and HC as well as we will provide a translator at the meeting. Light refreshments will be provided after the meeting. Parents are welcome to bring their child (ren) to the meeting so childcare is not needed, we are looking into possible child care, based on parent needs and/or volunteers to sit with the children.
<b><i>Evaluations:</i></b> o <i>How will you get feedback from parents about the meeting?</i>	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
<b><i>Parents who do not attend?</i></b> o <i>How will you get the information home to parents who do not attend the meeting?</i>	For parents who are not able to attend this meeting, a powerpoint along with 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><i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i></b>	REAL Academy will schedule meetings, scattered throughout the school day and offer periodical evening times to better accommodate parents, and guardians. Teachers will hold conferences during planning periods, or after school hours. Website is available for the school calendar and events to update parents of all school-wide and district activities, especially targeting those parents who are unable to attend meetings due to transportation issues.
<b><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></b>	Meetings may provide child-care, will have language translations (Spanish and/or Haitian Creole) for all parents, to understand all academic information, and training literacy, if necessary. Active as well, is the Parent Corner, which is available every school day from 7:00 - 2:30 pm on the Parent Portal. To access the portal, administration will provide all parents their students' individual PIN number. Some parent/teacher conferences are conducted over phone or email, due to parents work schedules and transportation issues.

## 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.

<b>Title Topic</b>	<b>Impact on Student Achievement</b>	<b>Materials</b>	<b>Tentative Date/Time Is it flexible?</b>	<b>Transportation</b>	<b>Refreshments</b>	<b>Childcare</b>	<b>Translation</b>
<b>Curriculum /Florida Standards</b>	Provide information on parents of the classes and subjects needed to be completed by the students.	Edgenuity reports, progression plan	Ongoing		X		X
<b>State Tests &amp; Achievement Levels</b>	75% of students present on days of testing, parent awareness of test scores and reviews.	Parents and students will be given dates of testing, website resources, and practice examples.	February 2018		X		X
<b>Newsletters</b>	Students will be spotlighted, ideas for reading, Title I, family events, etc will be provided to allow the family to help progress the students educational journey.	Available through backpack, website, and main offices.	Ongoing/Bi-Monthly				
<b>Literacy 1116 (e)</b>	Literacy and strategies for achievement growth through Reading Corner and Guidance Goodies.	Newsletters, website, and backpack take-home. Site libraries are being completed for student book check out.	Ongoing, quarterly				X
<b>College and Career</b>	Help the secondary high school students form a plan for success after graduation.	Handouts, career testing, surveys, speakers	Ongoing				X
<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>	Parent surveys, District parent survey, Evaluations at previous workshops, Parent meetings to review compact/old PIP/PFEP						
<b>How do you evaluate effectiveness?</b>	Data collection, survey results, comments on surveys, 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>	Newsletters with tips, tips on our website, curriculum progression, strategies for parents to use at home, information in other languages, Edgenuity reports, email information, phone calls						
<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>	Community, Churches, Outreach Program, Classroom Clothes Closet						

## 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>
Book Study – Eric Jensen	Research based strategies for building family and community relationships.	The AP will lead a discussion with staff on various aspects and points of the book, and book study reflections.	All teachers and support staff	Ongoing
Quarterly Meetings/Trainings	Learn to implement Edgenuity, reading strategies, timelines, etc	Workshops and trainings	All Staff	Ongoing
Conferencing tools	Best practices of staff members and communication with the parents	Through discussions, observation, and trainings.	Teachers	Ongoing

## 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)];

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?	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.
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?	Through emails, backpack notes, letters, etc
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?	Annual Parent Meeting, Website, Newsletter, Parent Conferences, Parent Workshops, Progress Monitoring, Extended Learning, Test Prep, Data Day, PIN
Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	State and District Reports, Parent Conferences, Phone Calls, and emails.
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?	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 Program, Guidance Attends Training, Social Worker, and staff work together to provide any needed services and transportation.
○ <b>Migrant</b>	Information provided in various languages, as well as a bilingual staff member at each site.
○ <b>ESOL</b>	Provide information in various languages and bilingual staff member at each site.
○ <b>Community Agencies and Business Partners</b>	Guidance counselors will work together with various community outreach programs to provide various needs for students, as well as sponsorship for parent nights.

## 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)

<i>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c) Mentor?</i>	Parents can volunteer as needed, as well as mentor students. Parents are invited to attend various events through email, newsletter, website, and mailouts.
<i>What forms of communication do you provide parents, in an understandable and uniform format related to;</i> <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>	PFEP, Compact, School Messenger, Fliers, website, newsletters, parent workshops, progress reports, report cards
<i>What barriers hinder participation by parents in parental involvement activities?</i> <i>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)</i>	Transportation – Due to the large scope of our school zone, we are unable to provide transportation, but bus passes are available for students through the COLT program. Language – Translator is available on each site to help communicate. Childcare – If needed, High School Students who are in the Family Education Academies will help with childcare. Work Schedules – Various times are available and different locations.
<i>How does your school provide information to parent's in their native language?</i> <i>What languages do you provide? Section 1116 (e) (5)</i> <i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</i>	Some documents are translated into Spanish or H/C as needed. Translators are available at all school events and workshops.
<i>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</i> <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>	Through our school website, district website, PIN, Newsletters, Fliers