



Parent and Family Engagement Plan 2020-2021

Language & Literacy Academy for Learning

Each Title I school shall jointly develop with parents and family members of participating children, a written plan that shall describe how the school will carry out the requirements mentioned below. Parents shall be notified of the plan in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand. The school plan must be made available to the local community and updated and agreed upon by parents periodically to meet the changing needs of parents and the school.

School's vision for engaging families:

Our vision for parent engagement is to aggressively recruit and retain parents as partners in education by using multiple platforms for parent outreach.

What is Required:

Assurances: We will:

- Involve an adequate representation of parents, or establish a parent advisory board to represent families, in developing and evaluating the "School Parent and Family Engagement Plan" that describes how the school will carry out its required family engagement activities.
- Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved. Offer other meetings/workshops at flexible times.
- Use a portion of Title I funds to support parent and family engagement and involve parents in deciding how these funds are to be used.
- Involve parents in the planning, review, and improvement of the Title I program.
- Develop a school-parent compact that outlines how parents, students, and school staff will share the responsibility for improving student achievement, and describes how parents and teachers will communicate.
- Offer assistance to parents in understanding the education system and the state standards, and how to support their children's achievement.
- Provide materials and training to help parents support their child's learning at home. Educate teachers and other school staff, including school leaders, on how to engage families effectively.
- Coordinate with other federal and state programs, including preschool programs.
- Provide information in a format and language parents can understand, and offer information in other languages as feasible.
- Include the School and District Parent and Family Engagement Plans on our school website and in the Parent Engagement Notebook in the front office.

Principal Signature: SCAU PHDCCC-SEP Date: 10/13/2020



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EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. **Involve parents in the planning, review, and improvement of their School Improvement Plan and Title I program. The school will jointly develop and evaluate the Parent & Family Engagement plan, as well as the school-home compact, with an adequate representation of parents.**

	Date of meeting to gather parent input.	How were parents invited to give input?	Describe the method in which parents were involved.	What evidence do you have to document parent/family participation?
School Improvement Plan (SIP)	04/27/2020	Parents were invited using Class Dojo for a virtual meeting.	Parents were involved using Zoom for the virtual meeting.	The invitation from Class Dojo and the Zoom meeting invitation.
Parent and Family Engagement Plan (PFEP)	04/16/2020 & 04/22/2020	Survey Monkey	Survey Monkey	Survey Monkey results and Class Dojo.
School-Home Compact	04/27/2020	Parents were invited using class dojo for a virtual meeting.	Parents were involved using Zoom for the virtual meeting.	The invitation from Class Dojo and the Zoom meeting invitation.
Title I Budget	04/27/2020	Parents were invited using Class Dojo for a virtual meeting.	Parents were involved using Zoom for the virtual meeting.	The invitation from Class Dojo and the Zoom meeting invitation.
Parent & Family Engagement Allocation	14,365.20	Title I Annual Meeting	Virtual Meeting during Zoom.	Zoom meeting invitation and parent survey.

**Elementary schools are required to hold at least one face to face conference in which the compact is discussed with parents. A conference agenda and parent signed copy of the compact should be submitted to Title I Crate as evidence.*

** Evidence of the input gathered and how it was/will be used should be available on Title I Crate.*

2. **Hold an annual meeting for families to explain the Title I program and the rights of parents to be involved.**

Tentative date & time(s) of meeting	August 4, 2020 & October 14, 2020
How are parents notified of the meeting?	Email, Facebook, Instagram, Website, Class Dojo
What information is provided at the meeting?	The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation and agenda that incorporates information on: The Title I Program, Use of Funds Overview, Curriculum and Assessment Information, Parent and Family Engagement Plan, Compact, Ways Parents Can Be Involved and Upcoming Parent Engagement Events. 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.
How are parents informed of their rights?	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 engagement notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.
What barriers will you address to encourage parents/families to attend?	Transportation and the timing of the meetings were identified as the existing barriers to parent engagement. We will offer multiple formats of involvement instead of having only one format for their participation. We will record any virtual meetings to have available on demand.
How will you get feedback from parents about the meeting?	We will have surveys available after the meeting and ask them to complete and return to the school.
How do parents who are not able to attend receive information from the meeting?	We will use multiple platforms to provide access to the parents. If they are not able to access or not available to attend the information, meeting minutes will be available on the website.



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3. Identify partnerships that coordinate & integrate Title I and local/federal funds to provide opportunities that encourage and support parents in more fully participating in the education of their children and/or to help support learning at home.

Title IV-Homeless	The Hearth Project (Homeless Education Advocates Restoring the Hope)
Migrant	
Preschool Programs	
Title III-ESOL	
SAC	
PTO/PTA	Parent & Teacher liason coordinate parent events and communicate concerns to the Governing Board.
Community Agencies/Business Partners	Public charities, Knights of Columbus, Mullings Insurance, Greater Winter Haven Chamber of Commerce, Compassionate Hearts United Foundation, Charter School Capital, Markeisha Smith, Jimmy Downing Jr., Quality Uniform Solutions, Extreme Graphics, Native Imagery, Calvin Collins Sr., Army Lawrence

4. Utilize strategies to ensure meaningful communication and accessibility.

Describe the methods that will be used to ensure meaningful, ongoing communication between home and school.	We will use Class Dojo to contact parents for positive interactions with their students, to communicate classroom assignments and homework, and we will conduct annual IEP meetings and parent/teacher conferences quarterly.
Describe how 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.	Letters are sent home with every student that has been taught for four or more consecutive weeks by a teacher who is out of field. A copy of the letter and a list of the parents who receive the letter is kept on file as documentation for auditing purposes.
Explain how parents are provided information regarding the curriculum, achievement levels, progress monitoring and assessments.	Communication regarding the curriculum, achievement levels, progress monitoring, and assessments will be provided through IEP meetings and parent/teacher conferences quarterly.
Describe how your school provides information to parents in their native language. What languages do you provide?	We will use the translation document services from Polk County School Board and we use translators at the school. We provide communication in English, Spanish, and Creole.
How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events?	All of our families are parents who have students with disabilities. All of our meetings, workshops, and/events include accommodations.
Describe the opportunities parents have to participate in their child's education.	The parents are involved in the development of their child's IEP goals.

5. Educate and build the capacity of school staff on ways in which to work with and engage families effectively as well as the importance of parent engagement in increasing student achievement. Explain your plan for this school year.

Topic/Title	How does this help staff build school/parent relationships?	Format for Implementation: workshop, book study, presenter, etc.	Who is the audience?	Tentative Date/Time
Mental Health Awareness	Proactive communication regarding risk factors of a mental health breakdown will assist the student in coping strategies and staff with prevention strategies. 47.83% of survey responses indicated that as an area of primary focus for parents.	Virtual workshop on mental health strategies & resources	Staff, students, and parents	10/23/2020
ESE/IEP Advocacy	34.78% of the parent responses indicated that ESE advocacy and IEP training the 2nd most requested topic for support.	ESE consultant	Staff, students, and parents	2/25/2021



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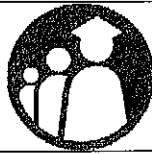
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6. Provide assistance, training, workshops, events, and/or meetings for parents to help them understand the education system, curriculum, standards, state assessments and achievement levels.
- Offer workshops, events and/or meetings at flexible dates/times. (i.e. morning, evening, lunch, Saturdays). Provide information to parents in a timely manner and in an easy to read format.

Building Capacity of Parents and Families								
<u>Topic</u>	<u>Title</u>	<u>How will this impact Student Achievement?</u>	<u>Tentative Date/Time</u> Are they flexible?	<u>Transportation</u>	<u>Refreshments</u>	<u>Childcare</u>	<u>Translation</u>	<u>How will this support learning at home?</u>
Curriculum Areas	Intensive Reading/Tutoring	Narrow the achievement gap and prepare the students for a traditional high school setting by increasing the reading ability across content levels.	10/14/2020 Virtual 6:00-8:00pm Recording available	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provide additional resources for parents who have students struggling to read and behind at least 2-3 grade levels.
State Assessments & Achievement Levels	FSA & FSA requirements	Increase Level 1's to Level 2's on the FSA for ELA & math; Ensure students are taking the correct assessments.	2/25/2021 9:30am-6:00pm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Reduce student and parent stress over standardized assessments.
Technology, Parent Portal	Parents have access to the parent portal through the PCSB; computers have been disseminated for e-learning; classroom sets of computers will be distributed; Smart Boards in every classroom	Increase student accountability to complete assignments	10/14/2020 Virtual 6:00-8:00pm Recording available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide continuity of learning from the classroom to home.
Transition (Kdg, MS, HS)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
College & Career	Employ U Florida	Prepare students with intellectual disabilities to enter the workforce after graduation	3/23/2021 Virtual 6:00 am- 8:00 pm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Reduce parent and student stress regarding the student entering that workforce after graduation.
Graduation Requirements & Scholarships				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conferences				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How will workshops/events be evaluated?	Evaluations forms will be completed.
How will the needs of parents be assessed to plan future events?	Feedback will be requested using surveys and open discussions.
What are the barriers for parents to attend workshops/events and how do you overcome these?	Transportation and availability were the primary reasons why parents didn't participate previously. We will offer multiple ways for parent outreach and engagement.
How are flexible dates and times for meetings, events and/or workshops offered? (Give examples)	We will offer flexible times like offering in the morning and in the afternoon, offering on the weekends, and having workshops recorded.
How do parents who are not able to attend building capacity events receive information from the meetings?	Meeting minutes will be distributed or a recorded link posted on the website.

**These events should be included on the Evaluation of Parent Engagement Activities to Build Capacity.*



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2020-2021 Compact for Learning

This compact outlines how the parents/family, the entire school staff, and the students will share the responsibility for improved student academic achievement. By linking learning, the school and parents will build and develop a partnership that will help our students achieve the state's high standards for the school year.

	Staff Responsibilities	Parent/Family Responsibilities	Student Responsibilities
Curriculum High Academics	Include family in strategies used for teaching. Detailed and transparent instructions for families and student to be successful in school work. Make the curriculum relevant and current for the student. Provide opportunities for tutoring.	Work with the school and your child to plan an academic program. Educate yourself in your student's learning. Go over homework and check the communication systems daily. Use praise to encourage and be proactive and hold teachers accountable for your student's learning process.	Use time in study hall to ask for help with any questions regarding standards discussed. Come in with an open mind, ready to learn and grasp new ideas. Have fun learning.
Monitoring Student Progress	IEP notes Progress reports Benchmark assessments within selected curriculum	Parents may schedule conferences to follow up on the student's progress. Parents can reach out to teacher through the preferred method of contact at any time.	Be comfortable to ask questions when something is not understood. Ask for help from parents.
Partnership Be Involved	Improved leadership and staffing. New resources and programs such as the Professional Educator Competencies mentoring program.	Provide students with uniforms, appropriate rest, medication (as needed), and positive reinforcement. Respond to any IEP correspondence or meeting notices. Attend IEP meetings/conferences in person/virtually as scheduled.	Attend class daily (physically or virtually) and come prepared. Adhere to policies & procedures regarding safe use of technology.
Communication Stay Informed	Contact parents bi-monthly through our preferred communication systems. Enter grades daily so that parents can access student grades at any time.	Check teacher/student communication systems daily. Follow up with teacher if you have not received communication from teacher or students. Update phone numbers, emails, and addresses when you have any changes.	Update emails and passwords that will prevent the student from active participation in online curriculum. Show students how to access their on grades and provide them with the tools to communicate their progress or lack of progress.
Learning Environment	Seating preferences will align with the accommodations in IEP. Provide devices assigned to the student through IEP. Use instructional strategies congruent with student centered planned outcomes.	Advocate for the services outlined in your student's IEP. Assist staff in coordinating services with outside agencies for all wrap around services.	Participate in therapy services (PT, OT, and SLP) and other prescribed supports in your IEP including any behavior or mental health services.
This compact was discussed on	_____	_____	_____
<small>Optional for Secondary</small>	Teacher Signature	Parent/Guardian Signature	Student Signature

Please visit our school's website for additional information, including curriculum and instruction, assessment dates, staff contact information, Title 1 resources, and other important dates.

If you do not have access to our website please visit the front office for printed information or call the front office.

Web Address: <https://www.weexcelinreading.org>

Phone Number: 863-268-2903