



# 2017-2018 Title I Parent and Family Engagement Plan

Roosevelt Academy



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

As Roosevelt Academy continues to evolve, we invite families to participate in the process by providing input on our program and future. Attending school-based events, volunteering for activities, and participating in your child's IEP are a few ways to stay informed and involved. We invite parents to communicate with staff members and share their valuable time and expertise whenever possible. We strive to build relationships in order to create meaningful connections and real family engagement for every child and family.

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: Dr. Deborah Kindel

Date: October 1<sup>st</sup> 2017

<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>	
<i>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</i>	Parents are invited to participate in planning at open house, orientation, SAC meetings and IEP's which are held throughout the school year.
<i>How do you use the information from reviewing the plan to design strategies for more effective engagement?</i>	Input received via parent comments and evaluations are used for planning purposes, school compact, FPEP and parent engagement activities.
<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>	Parents and SAC member's offer suggestions and discuss funds each spring for the upcoming school year. Evaluations are also provided at each parent engagement activity soliciting ideas for family engagement and enrichment.
<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>	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.
<i>How will this plan assist in providing high quality instruction for all learners?</i>	Research has shown that effective communication and parental involvement increases student achievement and overall satisfaction. By working with all stakeholders, Roosevelt Academy can offer instruction that is engaging and meets the needs of our diverse population.
<i>How will the school share comments received from parents/families?</i>	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.
<i>How will this plan be made available to the community?</i>	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)**

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.

<p><b>Date and time you will hold your meeting?</b></p>	<p>August 7<sup>th</sup> @10:00 am and 6:00pm          October 2<sup>nd</sup> @5:30pm          The general meeting includes information on graduation requirements, technology including parent portal, Title I overview, volunteering, and SAC membership.</p>
<p><b>Notification and Invitation:</b></p> <ul style="list-style-type: none"> <li>○ How will you inform and invite parents/families in a timely way about the Annual Meeting.</li> </ul>	<p>Parents were notified of the August meeting in our spring newsletter and parent interviews (for new students) A letter was also sent home to new students as a reminder. The September meeting was postponed and will be held on October 5<sup>th</sup> due to hurricane Irma. Parents were notified with a reminder note on 9/19/17.</p>
<p><b>Information:</b></p> <p><b>Please describe how your meeting will cover information about:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<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><b>Barriers:</b></p> <ul style="list-style-type: none"> <li>○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</li> </ul>	<p>A translator was available for parents at the meeting to assist with questions and concerns. Invites /reminders were sent home in addition to an agenda message for our younger students. Reminder 101 is also available for those who signed up for the service.</p>
<p><b>Evaluations:</b></p> <ul style="list-style-type: none"> <li>○ How will you get feedback from parents about the meeting?</li> </ul>	<p>Evaluations will be provided at the conclusion of the annual meeting. This information will be utilized for future planning of parent events or other activities.</p>
<p><b>Parents who do not attend?</b></p> <ul style="list-style-type: none"> <li>○ How will you get the information home to parents who do not attend the meeting?</li> </ul>	<p>The Title I Annual Meeting PowerPoint will be posted on our website in both English and Spanish. All pertinent Title I materials are also on the school website, as well as in the PIN notebook located in our main 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)**

<p><b>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</b></p>	<p>In addition to Title I meetings and family engagement opportunities, each parent is invited to their child's IEP meeting. Flexible scheduling and interpreters are available if requested. Parent conferences are also utilized during planning times when needed. Evaluations provided at our Fall meeting provide an opportunity for parents to offer suggestions on upcoming family engagement events.</p>
<p><b>Describe what childcare, home visits and/or transportation services are provided by your school.</b></p>	<p>Home visits /workplace visits are part of our OJT program. Transportation is available for our occupational training program and school-sponsored events.</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.
- 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><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u> Is it flexible?</b>	<b><u>Transportation</u></b>	<b><u>Refreshments</u></b>	<b><u>Childcare</u></b>	<b><u>Translation</u></b>
<b>Curriculum /Florida Standards</b>	Provide information on standards and ways to assist at home	To be provided at meeting	October 2 <sup>nd</sup> / 5:30 pm				Y
<b>State Tests &amp; Achievement Levels</b>	Provide information on test taking strategies and dates of required assessments	To be provided at meeting	October 2 <sup>nd</sup> / 5:30 pm				Y
<b>Transition (Kdg, MS, HS)</b>	Information for a smooth transition	Application, employability skills point sheet	Group and individual tours throughout school year.				Y
<b>Literacy 1116 (e)</b>	Provide strategies to encourage reading at home	TBD by literacy coach	Spring 2018				
<b>Technology, Parent Portal</b>	Navigation of parent portal to check grades	To be provided at meeting Remind 101	October 2 <sup>nd</sup> / 5:30 pm (also included at IEP's) October 2 <sup>nd</sup> /5:30 pm				Y
<b>College and Career</b>	Post-secondary planning /transition planning	To be provided as needed at meeting	Discussed annually at each IEP / OJT and career placement teachers discuss options with all seniors and families as well. Senior conferences will also include information on post-secondary options.				Y
<b>Graduation Requirements/Scholarships</b>	Informing parents and students in advance	To be discussed in general meeting	October 2 <sup>nd</sup> /5:30 pm				Y
<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>	<u>Parent evaluations provided at meetings</u> Families will be asked to complete an evaluation at the conclusion of the meeting that will include a section for parent workshop suggestions and time preference.						
<b>How do you evaluate effectiveness?</b>	<u>Evaluation feedback</u> Suggestions made via evaluations will be utilized for future planning and parent involvement opportunities.						
<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>	Parent resource center information and homework help schedules are posted in the main office and on our website. Materials and trainings such as FSA prep and literacy to improve academic success and shared with parents at a meeting prior to testing dates. All related materials will be sent home at such time.						
<b>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</b>	Roosevelt Academy is actively involved with our local care center, Bok Tower, and the Lake Wales community through local events such as pioneer day and The Orange Blossom Revue. These hands-on experiences allow for skill integration						

## 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><b>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</b></p> <ul style="list-style-type: none"> <li>○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i></li> <li>○ <i>the value and utility of contributions of parents/families</i></li> <li>○ <i>how to implement and coordinate parent/family programs</i></li> </ul> <p><i>how to build ties between parents/families and the school</i></p>				
<p><b>Please describe below how you do this.</b></p>				
<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>
Behavior management update training / BIPS	Effective management of student concerns	Tamara Woodford	Staff members	PLC meetings -ongoing as needed during school year
Effective parent conferencing	Increase positive parent teacher communication	Michelle Gifford	Staff members	PLC meeting - December 2017
My Path	student information and academic planning	Staff meeting - (Harrington)	Staff members	August 8 <sup>th</sup> 2017

## 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><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></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><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></p>	<p>Right to know letters are sent home each year with students assigned to teachers who are considered out of field.</p>
<p><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></p>	<p>This information is presented at our annual Title I meeting in October. We also communicate with progress reports, e-mail, newsletters and school website</p>
<p><b>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</b></p>	<p>Reports are sent home with students when received by school. Conferences in addition to annual IEP's can be arranged by contacting the guidance counselor.</p>
<p><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></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. At Roosevelt, we use our annual IEP, as a preferred method of communication. At that meeting present levels, social and academic goals and transition/ graduation are discussed with the parent /guardian.</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:**

○ <b>Homeless</b>	Hearth program and social worker involvement as needed
○ <b>Migrant</b>	Migrant students enrolled at Roosevelt will be assisted by the District Migrant Education Program based on need and migrant status.
○ <b>Preschool</b>	NA
○ <b>ESOL</b>	Interpreters from the ESOL department are utilized for translation services of materials and parent meetings /IEP's.
○ <b>SAC School Advisory</b>	Our school advisory committee meets four times per year and approves such items as the SIP, FPEP, Title I budget and other school expenditures.
○ <b>PTO/PTA</b>	Roosevelt does not currently have an active PTO but does work with parents as SAC members and volunteers with our programs.
○ <b>Community Agencies</b>	Community agencies are called upon when needed in IEP meetings or with student needs. Our local care center is an integral part of our program, assisting with student clothing, housing, and items for our program whenever possible. Kidspack, a non-profit that provides children with weekend meals, sponsors fifteen Roosevelt students weekly by providing a backpack complete with nutritious snacks for weekends and holidays.
○ <b>Booster Clubs</b>	NA
○ <b>Business Partners</b>	The following is a list of partners that support and school program ;Florida's Natural, Jahna Foundation, Bok Tower Gardens, Yeoman's Feed & Farm Supply, Fresh from Florida, Lake Wales Care Center, Duke Energy, Crop Production Services, Global Plastic Sheeting, Dura-Cast, United Agriculture Services, Growth Products, IFAS University of Florida, Highland Precision Ag, Highland Packing Solutions, Bowen Brothers , Sakata Seed, Seedway, Abbott and Cobb Seed, Mobley Plant World, Evergreen Irrigation, Double Thumbs Farms, Aquasol International, Dosatron, Hydrostacker, Florida Association for Water Quality, Agriculture in the Classroom, Lake Ashton RV Community, Florida Farm Bureau

## 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>Approved volunteers are invited to assist with events such as Pioneer Day, FFA after school and on campus activities. The county has a mentoring program and parents are always welcome to become mentors. Roosevelt also has several activities that parents are encouraged to attend such as nine week celebrations, fall fest and school based business events in December and May.</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>Programs at Roosevelt are clearly defined during the student interview and school tour. Meetings such as orientation and open house are advertised on our website, sent out in message form and followed up with a reminder sent home by students prior to the event. Upcoming events can also be found in our school newsletter. Any pertinent information concerning our school will be sent home with students in a timely manner.</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>Roosevelt Academy is not a community school and many of our families live in areas such as Haines City, Winter Haven, Frostrproof and Davenport. The travel time and associated expense makes parent involvement after hours a particular challenge for our program. By planning and publishing scheduled events in advance and making the event meaningful we reduce the risk of parent frustration. Family involvement opportunities when possible will be scheduled on the same day as an activity on campus in order to respect parental resources and time.</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>Information such as the school compact and FPEP is available in both English and Spanish. Translation is also available when requested in advance for meetings. Several staff members are bi-lingual and can also be utilized for translation when possible.</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>Opportunities such as Title I resource centers, parent university and other offerings are posted in our office and on the school website monthly. When possible they will also be included in the quarterly newsletter sent home with students. We also provide families with newsletters, student progress and flyers related to school or community events</p>