



# 2018-2019 Title I Parent and Family Engagement Plan

Auburndale Senior High School



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

Auburndale Senior High School will strive to create an extraordinary environment that inspires greatness. We will strive to build relationships to create family engagement so that all bloodhounds will be prepared for success in college, career, and citizenship.

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 with the Title I Coordinator in our front office.

Principal: Mr. Tye Bruno

Date: 10/5/2018

<b>Involvement of Parents</b>	
<p><b>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).</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>	
<b>Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?</b>	All parents/families are invited to participate in developing and revising this plan. The plan is reviewed/revised two times a year using parent input.
<b>How do you use the information from reviewing the plan to design strategies for more effective engagement?</b>	This plan is reviewed two times 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.
<b>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?</b>	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.
<b>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</b>	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.
<b>How will this plan assist in providing high quality instruction for all learners?</b>	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 Florida Standards, Literacy, and test taking tips to support the high quality instruction provided during the school day.
<b>How will the school share comments received from parents/families?</b>	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.
<b>How will this plan be made available to the community?</b>	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 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.</p> <p>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><b>September 24<sup>th</sup> @ 6:00 PM</b></p>	<p>Our Annual Parent Meeting will be held on Monday, September 24. Meeting will be held at 6:00 pm in our school media center All parents are invited and encouraged to attend the meeting.</p>
<p><b><u>Notification and Invitation:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How will you inform and invite parents/families in a timely way about the Annual Meeting.</i></li> </ul>	<p>All parents will be notified of the Annual parent meeting via a flyer given in the student's first period class. The information for this meeting will be posted on our school website, social media, and marquee in front of the school.</p>
<p><b><u>Information:</u></b>  <b>Please describe how your meeting will cover information about:</b></p> <ul style="list-style-type: none"> <li>• <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></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><u>Barriers:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i></li> </ul>	<p>Transportation is not offered to all parents, however, if we know of a family in need of transportation in order to attend we work to find a solution. 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.</p>
<p><b><u>Evaluations:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How will you get feedback from parents about the meeting?</i></li> </ul>	<p>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</p>
<p><b><u>Parents who do not attend?</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How will you get the information home to parents who do not attend the meeting?</i></li> </ul>	<p>For parents who are not able to attend this meeting, the PowerPoint with the information and handouts 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>Parent are provided a calendar of events at the start of school. All dates and times of events are posted on our school website.</p> <p>Parent workshops are offered on different days and times and sometimes twice in order to increase attendance. Ex; mornings, evenings, and some Saturday events</p> <p>When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website.</p>
<p><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></p>	<p>For parent workshops and meetings they are able to bring their children, so childcare is not needed. Transportation for families is provided on a needs basis.</p> <p>Some teachers make home visits to conference with parents who cannot attend a school conference. Our schools address barriers that hinder parent/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><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>Students will be given a letter in their first period classes to take home. This letter will reflect all certified and non-certified teachers for the current school year. Information will also be posted on the school’s website and social media.</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>Students will be given a letter in their first period classes to take home. This letter will reflect all testing and assessment for the current school year. Information will also be posted on the school’s website and social media.</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>Students are provided testing results on their report cards, student portal records, and with results given to the student to take home through their first period teacher, when results are available.</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>Title 1 Secondary schools are not required, individual teachers hold and record their conferences.</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.

<b>Title Topic</b>	<b><u>Impact on Student Achievement</u></b>	<b><u>Materials</u></b>	<b><u>Tentative Date/Time</u></b>	<b>Transportat</b>	<b>Refreshme</b>	<b>Childcare</b>	<b>Translation</b>
<b>Curriculum /Florida Standards</b>	School Improvement Plan / SAC Meeting  Grades 10 take the FSA state assessment / PSAT  AP / Dual Enrollment Night	Information provided about testing and curriculum is provided to parents and guardians. Information on where to located Florida Standards by Grade level.	8/20/2018 6:00pm-7:00pm 9/24/2018 6:00pm-7:00pm  Testing – Based on District  April – Based on District		X		X
<b>State Tests &amp; Achievement Levels</b>	Provide test taking strategies to parents and also information on the assessments their child will be expected to take.	Parents will be given sample test questions and test taking tips to help their child. Websites that provide testing practice and addition information on the standards will be shared with parents.	February 11 <sup>th</sup> – Flexible based on Sporting event  Info sent home throughout the school year. College and Career lab open for SAT/ACT/PERT information		X		x
<b>Transition (Kdg, MS, HS)</b>	Transition Night – Mission Transition These workshops will provide information to parents to help their child make a smooth transition with change in school.	Provide parents of incoming freshman information on how to prepare their child for school.	April - Flexible based on district		X		x
<b>Literacy 1116 (e)</b>	Media / Art Showcase Night  Provide parents with strategies to help them study with their child at home, online resources, and test taking help.	Free resources for students who attend. Reading tips and strategies for reading.	December - Flexible based on concerts		X		
<b>Technology, Parent Portal</b>	HDTV / Website / Focus Portal / Social Media	Information provided about grades, events, and resources. Students and parents can access grades, credits, graduation requirements, testing information and scores, community service, scholarships, etc.	Ongoing throughout school year				
<b>College and Career</b>	College and Career Fair  FASFA Week	Junior and Seniors students will visit with 30 different college and career representatives to speak about requirements and opportunities from the area.  Seniors and parents are invited to attend a workshop to complete their FAFSA application for colleges. Students were informed via flyer, in class visits, and through social media	September 4 <sup>th</sup> 8:00am – 10:00am  October 2 <sup>nd</sup> and October 4 <sup>th</sup> 2:00pm-6:00pm		X		x
<b>Graduation Requirements/Scholarships</b>	Reach Higher Week  Commitment Day  Scholarship / Bright Futures Week	Seniors and parents will be provided information about colleges, testing, and applications. A panel and discussion will be offered as well as after school labs for applications.	November 13 <sup>th</sup> – 16 <sup>th</sup>  April – flexible  December - flexible		X		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>	Parents provide feedback at each event and meeting through an exit ticket, feedback on the document, or through the Google Form Survey found on the school's website.
<b>How do you evaluate effectiveness?</b>	Parents provide feedback at each event and meeting through an exit ticket, feedback on the document, or through the Google Form Survey found on the school's website.

## 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"> <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> <li>○ <i>how to build ties between parents/families and the school</i></li> </ul>				
<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>
Importance of Parent and Family Engagement	Inform Staff on what Title I is, how it effects our staff, students, and guardians. Resources that are available for parents and students.	Power point Presentation Hand Out / Resources	All teachers and support staff	January – Thursday Planning Periods – 40 minute sessions

## 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>	<ul style="list-style-type: none"> <li>• We work with the Hearth program and guidance to determine our homeless population. Teachers are provided sensitive information and resources are given to specified students.</li> </ul>
○ <b>Migrant</b>	<ul style="list-style-type: none"> <li>• ESOL services and material is provided in their native language if needed</li> <li>• Workshops / materials are provided in native languages and through visual aids if needed</li> <li>• Translators are provided if needed via support staff</li> </ul>
○ <b>Preschool</b>	<ul style="list-style-type: none"> <li>• Our school offers a preschool three days a week and the teacher is included on all materials / information</li> <li>• Pre School Parents are provided information for events and meetings via flyers and social media</li> <li>• Pre School Students are prepared for kindergarten via curriculum followed by the Florida Department of Education</li> </ul>
○ <b>ESOL</b>	<ul style="list-style-type: none"> <li>• We have a Spanish Para on campus available for students and parents</li> <li>• We have a Creole Para on campus available for students and parents</li> <li>• Information / flyers are sent home in native languages</li> <li>• ESOL department provided Training and resources during Early Release day on 10/3/2018</li> </ul>
○ <b>SAC School Advisory</b>	<ul style="list-style-type: none"> <li>• SAC members are selected via voting among the faculty and staff</li> <li>• All parents and guardians are invited to attend via social media / flyers sent home / marquee / remind app</li> <li>• Parents are welcome to speak during SAC Meetings and resources are available</li> </ul>
○ <b>PTO/PTA</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
○ <b>Community Agencies</b>	<ul style="list-style-type: none"> <li>• Partner with the City of Auburndale to promote events on their social media and marquee</li> <li>• Community Agencies are invited to attend school events on campus like homecoming, sporting events, career fairs, etc.</li> </ul>
○ <b>Booster Clubs</b>	<ul style="list-style-type: none"> <li>• Parents are able to volunteer using the Polk County Volunteer Application. We have booster clubs available for band, rotc, and sports.</li> </ul>
○ <b>Business Partners</b>	<ul style="list-style-type: none"> <li>• We partner with the middle and elementary schools for community service opportunities and mentoring</li> <li>• We collaborate with the Polk County Community Service organization to provide opportunities with our students.</li> </ul>

## 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)</p>	<ul style="list-style-type: none"> <li>• Conferences</li> <li>• College and Career Conferences / Lab</li> <li>• Student / Parent Portal</li> <li>• Attend workshops and activities</li> <li>• PTO / PTA / SAC Meetings</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• The plan and the compact</li> <li>• school messenger</li> <li>• flyers, notifications/invitations</li> <li>• calendars</li> <li>• website</li> <li>• school marquee</li> <li>• school and/or grade level newsletters</li> <li>• parent workshops</li> <li>• PTO/PTA meetings or SAC meetings</li> <li>• Progress reports</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Economically disadvantages – Offered food and refreshments / information available for print or online if parent cannot attend</li> <li>• Disabled – Visual aids are provided via PowerPoints / handouts</li> <li>• Limited English – Materials in other languages / potential workshops in language</li> <li>• Limited Literacy – Materials in other languages / potential workshops in languages</li> </ul>
<p><b>How does your school provide information to parents 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>	<ul style="list-style-type: none"> <li>• Translation is provided for all Title 1 documents in Spanish and Creole</li> <li>• All communication can be provided in Spanish and Creole (call outs, newsletters, website, marquee, flyers, etc)</li> </ul>
<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>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Include information on our school website</li> <li>• Parent/Family Informational Notebook (PIN)</li> </ul> <p>Send home</p> <ul style="list-style-type: none"> <li>• Information in your school/grade level</li> <li>• Send home flyers</li> <li>• Social Media</li> </ul>