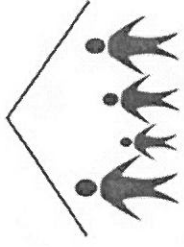


2017-2018 Title I Parent and Family Engagement Plan



Davenport School of the Arts



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

Davenport School of the Arts will strive to build relationships to create real family engagement for every child, every family, every teacher, every day. Our doors are always open and we welcome all parents and families to be a part of their child's/children's learning. Davenport School of the Arts is a place where students are learning, achieving, and succeeding.

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: Brian Kier Date: 10/6/17

Involvement of Parents

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).

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.

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 will be reviewed and updated throughout the school year using parent input.

How do you use the information from reviewing the plan to design strategies for more effective engagement?

The plan will be reviewed throughout the school year to check progress and make changes to items that have 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.

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 will be surveyed when developing and 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.

What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)

Parents were invited to provide input on the 2017-2018 plan. Meetings were held on various dates. An invitation via backpack, SAC website, and PTO Facebook page were provided.

Copies of meeting agendas, sign in sheets, and meeting minutes are kept on file as documentation.

How will this plan assist in providing high quality instruction for all learners?

This plan helps insure that we provide parents/families with information, materials and resources to support their child's learning at home offering workshops on 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)**

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.

Date and time you will hold your meeting?	Our Annual Parent Meeting will be held on September 26 th and September 28 th . Both meetings will be held at 5:30pm in our school cafeteria and then at 6:00pm in individual classrooms. All parents are invited and encouraged to attend one of the meetings.
Notification and Invitation: ○ How will you inform and invite parents/families in a timely way about the Annual Meeting.	Parents will be notified of the Annual meeting via a flyer sent home with all students and a sticker in the student agendas. The information will also be posted on the Davenport School of the Arts PTO Facebook page.
Information: Please describe how your meeting will cover information about: 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.	The agenda for our Annual Parent meeting will include a whole group discussion with a PowerPoint on how the Title 1 program benefits our students, parent's right to know, and academic programs at our school. In addition, information about this plan and our school compact will be discussed. After the 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.
Barriers: ○ What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation	A Spanish translator can be provided at request for both the presentation as well as any Title 1 materials.
Evaluations: ○ How will you get feedback from parents about the meeting?	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 1, curriculum, or testing that they would like to learn more about.
Parents who do not attend? ○ How will you get the information home to parents who do not attend the meeting?	Parents unable to attend this meeting will be able to view information on the school website. Parents unable to attend the meeting may schedule a time to meet with Title 1 coordinator to meet and be given the requested information.

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)**

Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?	Parents are provided with information informing them of dates and times of events. Fliers and reminders are sent home via student agendas. Dates and times are posted on school website and DSA PTO Facebook page.
Describe what childcare, home visits and/or transportation services are provided by your school.	Our school social worker, guidance counselor, assistant principals, and principal at times make home visits when parents to not have the transportation to meet at school.

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.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards State Tests & Achievement Levels	Provide information to parents on standards by grade level and how they can help their child at home. Grades 3-8 take the FSA state assessment.	Information on where to locate Florida standards by grade level.					
Space Night (Hands on activities)	Students and parents will participate in various hands on activities that they can use to increase achievement in Science.	Hands on materials to complete to space related activities.	January 26, 2018				
Parent-Teacher Conferences	Parents will meet with the classroom teacher at least once during the school year in a face to face setting to discuss testing, state assessments, and proficiency levels.	DSA Compact Student work samples	Ongoing				X
Middle School Transition	DSA staff will conduct a short informational meeting for parents about the transition to middle school and steps that need to be taken for 5 th grade students.	PowerPoint presentation	April 2018				
Kindergarten Jumpstart	Parents of children beginning kindergarten in the 201-2019 school year are invited to register, visit classrooms, and receive information about entering DSA.	Initial screening Information packet	April 2018				
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?		SAC meetings, PTO meetings DSA has a very involved PTO & SAC. Suggestions are taken and we try to implement them when they express what would be helpful to them as they work with their children.					

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.	Effectiveness is assessed through parent surveys. We provide tools for parents to stay in communication with school staff regarding events, materials, and assessments. We will also share many of the technological tools that parents can use at home with their children.
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?	Community and business partners are invited to participate in SAC and various school activities. PTO also has a business partner facilitator who uses businesses at every opportunity.

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

Topic - Title	Purpose?	Implementation format: (Workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
The Leader in Me	How does this help staff build school/parent relationships? Teachers, students, & parents will be involved in implementing The Leader in Me program school wide.	Symposiums, trainings, book study Presented by Alan Due	DSA Staff	Ongoing
Title 1 Parent Conferencing Documentation Training	Making parents feel more welcome will correlate to more parent involvement which in turn leads to higher student achievement.	PowerPoint during grade level PLC time.	DSA Staff	1st Semester PLC time for grade levels

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 their children [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)];		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 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?	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?	4 week notification of not highly qualified teacher letters are sent home with every student in which case this situation is applicable.	
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?	Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?	Curriculum updates will be sent home quarterly. Progress monitoring assessment updates will be provided.	
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?		FSA reports from the state are sent home with parents as soon as the school receives them.	
		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:

☐ Homeless	School social worker, guidance, and other staff are notified. The Health department provides support for homeless students.
☐ Migrant	
☐ Preschool	Davenport School of the Arts has a pre-K program on our campus. Throughout the school year, we reach out to these parents to involve them in any activities that would help them prepare their children for kindergarten. Kindergarten teachers hold Kindergarten Jumpstart for incoming kindergarten students every spring to register their children for kindergarten, visit the kindergarten classrooms, and receive information about things that parents can do to prepare their children for kindergarten.
☐ ESOL	ESOL paraprofessional provides inclusion services for the student population. She offers translation services for documents, parent conferences, and parent workshops as needed.
☐ SAC School Advisory	SAC members are elected in May. We encourage as many parents and community members to join as possible. SAC members are involved in reviewing the School Improvement Plan, School Compact, and Parent & Family Engagement Plan.
☐ PTO/PTA	The PTO board is elected in May. The board assists with raising funds that benefit the school, staff, and students.
☐ Community Agencies	First Friday Kids Club provides food bags to needy students each week.
☐ Business Partners	The PTO has a board member that is responsible for finding business partners to work alongside our school. These business partners participate in various ways such as donation of goods, donation of time, and monetary donations that are put to use in the classrooms.

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)

What opportunities do parents have to participate in their child (ren)s education? Section 1116 (d) (c) Volunteer? Mentor?	Davenport School of the Arts will provide full opportunities for participation in parent involvement activities for all parents (including parents of children with limited English proficiency and disabilities). Parents are offered opportunities to serve on the SAC team and PTO board. Parents may also communicate with teachers using email or student agendas. Parents are always encouraged to provide input and suggestions to improve Davenport School of the Arts, and may volunteer after they are approved to do so by county screening.
What forms of communication do you provide parents, in an understandable and uniform format related to; • school and parent programs • meetings • school reports • and other activities	Parents will receive information about the Title 1 Program during parent involvement activities, Annual Title 1 meeting, school website, and in school newsletters. Information about the School Parent Compact and the School Parent Family Engagement Plan will be explained at the Annual Title 1 meeting, parent/teacher conferences, SAC meetings, & PTO meetings. Curriculum, expectations, and forms of assessment will be discussed during Open House and parent/teacher conferences. Interim reports are sent home 4 times a year to keep parents updated on student progress. Parents are encouraged to sign up for a Parent Portal account where they can check up on student progress. Important dates & information will be sent home via student agenda.
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)	Guidance counselor and teachers meet monthly in MTSS meetings to discuss concerns and needs for all students with particular attention given to those with behavioral and academic deficits. Written notices are available in English and Spanish. Spanish translator can be provided at parent request.
How does your school provide information to parent's in their native language? What languages do you provide? Section 1116 (e) (5) Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain	Written notices and documents are available in English and Spanish. Spanish translator can be provided at parent request.
How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child. • Title I Parent/Family Resource Centers • Books Bridge Buses • Parent University • Other	The school will notify parents through student agendas, Parent Involvement Notebook in the front office, school website, flyers, and DSA PTO Facebook page.