



Parent and Family Engagement Plan 2024-2025

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:

Recruiting and retaining parents as partners in education by using multiple platforms we have and forming new ones is our vision for parent engagement.

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.
- Provide staff development to 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 in the Parent Engagement Notebook in the front office.

Principal: _____

Date: _____



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EVERY TITLE I SCHOOL IN POLK COUNTY WILL:

1. Involve parents and families 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? Select all that apply. | | | | What evidence do you have to document parent/family participation? Select all that apply. | | | |
|--|---|--|---------------------------|--------------|------------------|---|---------|-------------|--|
| | | Marquee | | Social Media | | Invite | | Screenshots | |
| School Improvement Plan (SIP) | 08/07/2024 | | | ✓ | | ✓ | | | |
| | 08/08/2024 | | Website | | School Messenger | ✓ | Agenda | ✓ | |
| | 10/09/2024 | ✓ | Flyer | | Newsletter | | Minutes | ✓ | |
| | 10/10/2024 | ✓ | Other: School Orientation | | | | Other: | | |
| Parent and Family Engagement Plan (PFEP) | 08/07/2024 | | Marquee | | Social Media | ✓ | Invite | | |
| | 08/08/2024 | | Website | | School Messenger | ✓ | Agenda | ✓ | |
| | 10/09/2024 | ✓ | Flyer | | Newsletter | | Minutes | ✓ | |
| | 10/10/2024 | ✓ | Other: School Orientation | | | | Other: | | |
| School-Home Compact | 08/07/2024 | | Marquee | | Social Media | ✓ | Invite | | |
| | 08/08/2024 | | Website | | School Messenger | ✓ | Agenda | ✓ | |
| | 10/09/2024 | ✓ | Flyer | | Newsletter | | Minutes | ✓ | |
| | 10/10/2024 | ✓ | Other: School Orientation | | | | Other: | | |
| Title I Budget | | | Marquee | | Social Media | ✓ | Invite | | |
| | | | Website | | School Messenger | ✓ | Agenda | ✓ | |
| | 10/09/2024 | ✓ | Flyer | | Newsletter | | Minutes | ✓ | |
| | 10/10/2024 | ✓ | Other: School Orientation | | | | Other: | | |
| Parent & Family Engagement Allocation | 08/07/2024 | | Marquee | | Social Media | ✓ | Invite | | |
| | 08/08/2024 | | Website | | School Messenger | ✓ | Agenda | ✓ | |
| | 10/09/2024 | ✓ | Flyer | | Newsletter | | Minutes | ✓ | |
| | 10/10/2024 | ✓ | Other: School Orientation | | | | Other: | | |

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

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



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

| Tentative date(s) | Tentative time(s) | Method(s) of notification | | | | | |
|--|--|---|----------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------|
| 10/09/2024 | 10/10/2024 | <input checked="" type="checkbox"/> | Flyer | <input checked="" type="checkbox"/> | Social Media | <input type="checkbox"/> | Marquee |
| | | | Student Agenda | <input checked="" type="checkbox"/> | Website | <input checked="" type="checkbox"/> | School Messenger |
| | | | Other: | | | | |
| What information is provided? | 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 specific school addresses these topics. | | | | | | |
| How are parents and families 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 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 are the barriers that prevent families from attending and how do you overcome these? | | Transportation: | | | | | |
| | <input checked="" type="checkbox"/> | Mealtime: Have refreshments available | | | | | |
| | <input checked="" type="checkbox"/> | Childcare: Allow the children to attend | | | | | |
| | <input checked="" type="checkbox"/> | Translation: Have translated documents | | | | | |
| How will you get feedback from parents and families? | <input checked="" type="checkbox"/> | Online Survey | | | <input checked="" type="checkbox"/> | Paper-based Evaluation | |
| | | Other: | | | | | |
| How do families who are not able to attend receive the information? | <input checked="" type="checkbox"/> | Send home with student | | | <input checked="" type="checkbox"/> | Available online | |
| | <input checked="" type="checkbox"/> | Available in front office | | | <input checked="" type="checkbox"/> | Meet at a later date/time | |
| | | Other: | | | | | |

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

| | |
|--------------------------|--|
| Title IX-Homeless | The Hearth Project (Homeless Education Advocates Restoring Hope) |
| Migrant | |



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| | |
|---|--|
| Preschool Programs | Childn Find/ Early Coalition |
| Title III-ESOL | ESOL Program |
| SAC | |
| PTO/PTA | PTO |
| Community Agencies and Business Partners | Texas Roadhouse, Knights of Columbus, FDLRS, El Forno, Kids Pack, Imprint Ministries |

4. Utilize strategies to ensure meaningful communication and accessibility.

| | | | |
|---|---|---|--|
| What methods will be used to ensure meaningful, ongoing communication between home and school? | <input checked="" type="checkbox"/> Social Media | <input type="checkbox"/> Website | <input checked="" type="checkbox"/> School Messenger |
| | <input type="checkbox"/> Conferences | <input checked="" type="checkbox"/> Newsletter | <input type="checkbox"/> Student Agenda |
| | <input checked="" type="checkbox"/> Other: Flyers | | |
| How are families notified in a timely manner when their child has been assigned or taught for four or more consecutive weeks by a teacher who is out of field? | Students receive a letter if they have 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. | | |
| How are parents and families provided information regarding the curriculum, achievement levels, progress monitoring and assessments? | <input checked="" type="checkbox"/> Annual Meeting | <input checked="" type="checkbox"/> Conferences | |
| | <input checked="" type="checkbox"/> Report Card | <input checked="" type="checkbox"/> Interim Report | |
| | <input type="checkbox"/> Building Capacity Events | <input checked="" type="checkbox"/> Newsletters | |
| | <input checked="" type="checkbox"/> Other: Parent Engagement Nights | | |
| Describe how your school provides information in families' native languages. | <input checked="" type="checkbox"/> Translators for events | <input checked="" type="checkbox"/> Translated documents | |
| | Other: | | |
| What languages do you provide? | <input checked="" type="checkbox"/> English | <input checked="" type="checkbox"/> Spanish | <input checked="" type="checkbox"/> Haitian Creole |
| | Other: | | |
| How are the needs of families with disabilities accommodated to ensure they have access to meetings and/or events? | <input checked="" type="checkbox"/> Online Platforms | <input type="checkbox"/> Large Print Materials | |
| | <input checked="" type="checkbox"/> ADA Compliance | <input type="checkbox"/> Staff Assistance | |
| | Other: | | |
| Describe the opportunities families have to participate in their child's education. | <input checked="" type="checkbox"/> Volunteer | <input checked="" type="checkbox"/> Conference | <input checked="" type="checkbox"/> Family Events |
| | <input checked="" type="checkbox"/> PTO/PTA/SAC | <input checked="" type="checkbox"/> Other: Parent Engagement Nights | |



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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 and family engagement in increasing student achievement. Explain your plan for this school year.

| Building Capacity of School Staff | | | |
|--|--|------------------------------|--|
| Title & Topic (REQUIRED) | | Tentative Date(s) | Audience |
| Everyone WINS | | 09/22/2024 | <input type="checkbox"/> Instructional Staff |
| Select Topic | | | <input checked="" type="checkbox"/> All Staff |
| Format for Implementation | <input type="checkbox"/> Book Study | <input type="checkbox"/> PLC | <input checked="" type="checkbox"/> Other: Seminar |
| How does this help staff to work with and engage families more effectively? | Staff will become more understanding of how we interact on a daily basis with parents and students to better meet the needs of the school. | | |
| Title & Topic (OPTIONAL) | | Tentative Date(s) | Audience |
| PTO | | | <input type="checkbox"/> Instructional Staff |
| Select Topic | | | <input checked="" type="checkbox"/> All Staff |
| Format for Implementation | <input type="checkbox"/> Book Study | <input type="checkbox"/> PLC | <input checked="" type="checkbox"/> Other: In Person |
| How does this help staff to work with and engage families more effectively? | Staff and parents plan fundraising activities to help support the mission and vision of the school. | | |

6. Provide assistance, training, workshops, events, and/or meetings for parents and families to help them understand the education system, curriculum, standards, state assessments and achievement levels 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 | | | |
|--|--|---|--|
| How will events be evaluated? | <input checked="" type="checkbox"/> Online Survey | <input checked="" type="checkbox"/> Paper-based Evaluation | |
| | Other: | | |
| What are the barriers and how do you overcome these? | Transportation: | | |
| | <input checked="" type="checkbox"/> Mealtimes: Have refreshments available | | |
| | <input checked="" type="checkbox"/> Childcare: Allow children to attend | | |
| | <input checked="" type="checkbox"/> Translation: Have translators and translated documents | | |
| Describe how flexible dates and times are offered. | Zoom at a later date when requested | | |
| How do families who are unable to attend receive the event information? | <input type="checkbox"/> Send home with student | <input checked="" type="checkbox"/> Available online | |
| | <input checked="" type="checkbox"/> Available in office | <input checked="" type="checkbox"/> Meet at later date/time | |
| | Other: | | |



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| Building Capacity of Parents and Families - Minimum Requirement of 2 Events | | | |
|--|--|--|---|
| <u>Title & Topic(s)</u> | <u>Tentative Date(s) & Time(s)</u> | <u>Barriers Addressed</u> Select all that apply | <u>What will you be modeling? What will the families be practicing to better support learning at home?</u> |
| Teamwork makes the Dreamwork- Homework Helpers | 10/16/2024 | <input type="checkbox"/> Transportation | Homework Tips / Tools for parents and students to lower stress at home. Models will be given on how to make it enjoyable. |
| | | <input checked="" type="checkbox"/> Refreshments | |
| | | <input checked="" type="checkbox"/> Childcare | |
| | | <input checked="" type="checkbox"/> Translation | |
| Transition (REQUIRED) | | | |
| Autism Communication | 12/13/2024 | <input type="checkbox"/> Transportation | Communication strategies with students with autism parenting tools/tips |
| | | <input checked="" type="checkbox"/> Refreshments | |
| | | <input checked="" type="checkbox"/> Childcare | |
| | | <input checked="" type="checkbox"/> Translation | |
| Select Topic | | | |
| Optional Additional Topic | | | |
| Agency Fair | 03/19/2024 | <input type="checkbox"/> Transportation | Collaboration with FDLRS |
| | | <input checked="" type="checkbox"/> Refreshments | |
| | | <input checked="" type="checkbox"/> Childcare | |
| | | <input checked="" type="checkbox"/> Translation | |
| Select Topic | | | |
| Optional Additional Topic | | | |
| | | <input type="checkbox"/> Transportation | |
| | | <input type="checkbox"/> Refreshments | |
| | | <input type="checkbox"/> Childcare | |
| | | <input type="checkbox"/> Translation | |
| Select Topic | | | |
| Optional Additional Topic | | | |
| | | <input type="checkbox"/> Transportation | |
| | | <input type="checkbox"/> Refreshments | |
| | | <input type="checkbox"/> Childcare | |
| | | <input type="checkbox"/> Translation | |
| Select Topic | | | |
| Optional Additional Topic | | | |
| | | <input type="checkbox"/> Transportation | |
| | | <input type="checkbox"/> Refreshments | |
| | | <input type="checkbox"/> Childcare | |
| | | <input type="checkbox"/> Translation | |
| Select Topic | | | |
| Optional Additional Topic | | | |

**Documentation of these events should be uploaded to Title I Crate for Building Capacity Activities and also included on the Evaluation of Parent Engagement Activities to Build Capacity.*