



Parent and Family Engagement Plan 2020-2021

Rochelle School of the Arts

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:

Rochelle School of the Arts is committed to working with families to provide learning for all through the arts and academics in a challenging environment that promotes and develops responsible, successful achievers.

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: _____

Julie Ward

Date: _____

6/23/20



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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? |
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| School Improvement Plan (SIP) | 9/23/20 | social media, website, in-person meeting | surveys, reviewing current SIP, meeting involvement | marked up SIP, and/or meeting agendas and minutes with specific needs |
| Parent and Family Engagement Plan (PFEPP) | 5/4/19 | social media, website | surveys | completed surveys |
| School-Home Compact | 5/4/19 | social media, website | surveys | completed surveys |
| Title I Budget | 9/23/20 | social media, website, in-person meeting | surveys | completed surveys |
| Parent & Family Engagement Allocation | 9/23/20 | social media, website, in-person meeting | surveys | completed surveys |

**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.

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| Tentative date & time(s) of meeting | 9/8/20 (elementary) and 9/10/20 (middle school) @ 6pm |
| How are parents notified of the meeting? | backpack fliers, School Messenger, phone calls, emails, social media, school marquee, Remind text messages, school website |
| 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? | translated materials (if requested), light refreshments, and child care |
| How will you get feedback from parents about the meeting? | meeting evaluations |
| How do parents who are not able to attend receive information from the meeting? | video on school website, You Tube and social media, face-to-face session with Title 1 facilitator |



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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.

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| Title IV-Homeless | school counselors, HEARTH program, local resources |
| Migrant | N/A |
| Preschool Programs | communication with local preschools, Kindergarten Round-Up |
| Title III-ESOL | ESOL paraprofessional, Spanish/Haitian-Creole translation |
| SAC | membership by election, SAC feedback involving PI funds and monitoring of programs |
| PTO/PTA | families and staff members are encouraged to join and participate through email, social media, school website, fliers, and text messages |
| Community Agencies/Business Partners | Boys and Girls Club, local churches and after school centers |

4. Utilize strategies to ensure meaningful communication and accessibility.

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| Describe the methods that will be used to ensure meaningful, ongoing communication between home and school. | fliers, letters, invitations, social media, school website, marquee, school marquee, School Messenger, Remind text messages, conferences and email |
| 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. | during presentations at the Title 1 Annual Meeting, mid-year portfolio night, and academic parent workshops, individually at parent-teacher conferences |
| Describe how your school provides information to parents in their native language. What languages do you provide? | work with the ESOL department to translate, Spanish and Haitian-Creole |
| How are the needs of parents with disabilities accommodated to ensure they have access to meetings, workshops, and/or events? | wheelchair accessible, important information is posted to our website and social media, subtitles and Braille (if needed) |
| Describe the opportunities parents have to participate in their child's education. | SAC committees, PTA meetings and online parent surveys. Parents review the evaluations, compact and PFEP and make suggestions for coming year. |

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.

| <u>Topic/Title</u> | <u>How does this help staff build school/parent relationships?</u> | <u>Format for Implementation: workshop, book study, presenter, etc.</u> | <u>Who is the audience?</u> | <u>Tentative Date/Time</u> |
|-------------------------------|---|---|-----------------------------|----------------------------|
| Effective Parent Conferencing | strategies to facilitate effective parent-teacher conferences | mini-PD workshop held during collaborative planning by Title 1 Facilitator | all classroom teachers | Fall 2020 |
| Portfolio Night | resources, reports and information to facilitate effective data chats with families | mini-PD workshop held during collaborative planning by Title 1 Facilitator | all classroom teachers | Fall 2020 |



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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 | | | | | | | |
|--|--|--|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Topic | Title | How will this impact Student Achievement? | Tentative Date/Time Are they flexible? | Transportation | Refreshments | Childcare | Translation |
| Curriculum Areas | Title 1 Meeting | information on grade-level standards and how to help from home | 9/8/20 (elem) 9/10/20 (ms) @ 6pm | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| State Assessments & Achievement Levels | FSA Parent Night | information on state assessments and the implications of achievement levels | Spring 2021 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Technology, Parent Portal | Orientation and Title 1 Annual Meeting | allows students an opportunity to monitor their progress | 8/6/20, 9am 9/8/20 and 9/10/20, 6pm | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Transition (Kdg, MS, HS) | KG Round Up 8th Grade Parent Night Welcome to Rochelle Reception | provide information to help make a smooth transition | Spring 2021 10/8/20 @ 6:30pm Spring 2021 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| College & Career | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Graduation Requirements & Scholarships | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conferences | Portfolio Nights | individual information on how their child is performing, grade level standards and how to help from home | 9/8/20 and 9/10/20 Spring 2021 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| How will workshops/events be evaluated? | evaluations through written and/or electronic surveys and verbal feedback |
| How will the needs of parents be assessed to plan future events? | evaluations, SAC committees, PTA meetings, online parent surveys, review of the compact and PFEP |
| What are the barriers for parents to attend workshops/events and how do you overcome these? | Food - partner with PTA or Title 1 funds Childcare - engage students or recruit PE coaches to supervise children |
| How are flexible dates and times for meetings, events and/or workshops offered? (Give examples) | alternate meeting times (morning and evening times) |
| How do parents who are not able to attend building capacity events receive information from the meetings? | send information home, publish online, parent-teacher conferences |

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