



Welcome, John Carter!
**Orchard View Community
Elem (2351)**

DASHBOARD

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+ CNA

ACTION STEPS (ACTIONS)

PFEP

✓ MISSION STATEMENT
(PFEPSTEP1)

✓ INVOLVEMENT OF
STAKEHOLDERS (PFEPSTEP2)

✓ ANNUAL MEETING
(PFEPSTEP3)

✓ STAFF TRAININGS
(PFEPSTEP4)

✓ PARENT TRAININGS
(PFEPSTEP6)

✓ COORDINATION AND
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✓ COMMUNICATION
(PFEPSTEP9)

✓ ACCESSIBILITY
(PFEPSTEP10)

✓ OTHER ACTIVITIES
(PFEPSTEP11)

UPLOADS (PFEPSTEP12)

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Mission Statement for Parent and Family Engagement

Help

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

Mission Statement

Orchard View Elementary School believes that all students can learn and all families are dedicated to raising productive children. We believe that families must be involved in their children's education in both academic and social settings in order to truly understand their academic and social/emotional growth over time. The purpose of the Parent Involvement Program is to strategically communicate and increase active parent involvement in school events, such as Academic Parent Teacher Teams (APTT), monthly PTA and SAC meetings, Title I parent meetings, ESOL Parent Leadership meetings, and student programs where we all can celebrate growth in social and academic achievement.

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Involvement of Stakeholders for Parent and Family Engagement

Help

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title	
Lisa Lee	Principal	X
Dawn Sarnelli	Assistant Principal, Title I Contact	X
Lisa Hirschy	Literacy Coach	X
Jocye Pribell	Math Coach	X
Vallery Vital	CLF, Parent, SAC Member	X
Barbara Maimoni	Teacher, SAC Member	X
Matthew Sarnelli	Community Member, SAC Member	X
David Ross	Community Member, SAC Member	X
Leslie Gonzalez	Parent, SAC Member	X
Tyeisha Knight	Community Education Partner	X
Danielle Boccia	School Business Partner	X
Mario Basilone	School Business Partner	X
Patrick Albano	Non-Instructional Employee, SAC Member	X
Ivey Colligan	Non-Instructional Employee, SAC Member	X
Kelly Alcaro	Teacher, SAC Chairperson	X

Add New Row

2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

All interested parents and community members were welcome to contribute ideas at the Annual Meeting and CNA Meeting. SAC members, Leadership Team, and teachers provided input.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

On 2/5/2020, the CNA meeting took place at 5:30. Input was received utilizing the Title I notetaking forms. SAC will review the draft on 9/9/2020 and make suggestions for changes/improvements and then vote to approve for the FY21 school year.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

The items on the current budget were discussed in detail as to how they would benefit the teaching and learning of the students at our school, as well as provide materials for parent and family engagement events. There was consensus among stakeholders to include the items in budget as written.



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5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.		Upload monitoring evidence (monthly SAC meetings, other)
Name	Title	<div>Attach File</div> <div>Choose File No file chosen</div>
<input type="text" value="Lisa Lee"/>	<input type="text" value="Principal"/> X	
<input type="text" value="Dawn Sarnelli"/>	<input type="text" value="Assistant Principal"/> X	
<input type="text" value="Lisa Hirschy"/>	<input type="text" value="Literacy Coach"/> X	
<input type="text" value="Joyce Pribell"/>	<input type="text" value="Math/Science Coach"/> X	
<input type="button" value="Add New Row"/>		



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Title I Annual Parent Meeting

Help

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

Brief Narrative

1. What is the actual date, time and location of the Annual Meeting?

Wednesday, October 7th, 5:30 p.m. Media Center or Google Meets

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Flyer, email, Call out, Marquee, newsletter, (including Spanish and Haitian Creole)

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

PowerPoint with updated school data, PFEP in 3 languages, School-Parent Compact in 3 languages, secure CLFs for the evening

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Help

Staff Trainings for Parent and Family Engagement

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)		Reflection/Evaluation of Training #1 (PFEPStep5)				
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)	File Attachments
Assessment and Evaluation	Teacher will be able to use Google Classroom, Unity, Exit Tickets, etc. to keep track of student progress on grade level standards.	Teachers will be able to communicate student progress effectively and in a timely manner with families.	Gradebook	September	Dawn Samelli	<div>Attach File</div> <div>Choose File No file chosen</div>

Staff Training for Parent and Family Engagement #2 (PFEPStep4)		Reflection/Evaluation of Training #2 (PFEPStep5)				
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)	File Attachments
Google Meets to Parent Conference	Teacher will be able to effectively communicate with parents in a parent conference using an online platform.	Parents will know and understand their student's academic strengths and weaknesses and know how to assist their child at home.	Parent conference form.	October	Dawn Samelli	<div>Attach File</div> <div>Choose File No file chosen</div>

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Help

Parent and Family Building Capacity Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)			Reflection/Evaluation of Training #1 (PFEPStep7)				
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="175.00"/>
APTT #1	Parents will meet with their child's teacher to receive data about a math and reading skill their child needs to work on, learn how to help their child at home and receive a math and reading game specific to their learning goals to be successful with helping their child learn at home.	Parents will participate in a make and take academic game for Reading and Math (and Science for grade 5), and learn how to play it, so that they can bring it home and play it at home with their child to increase skills that the current data shows their child needs practice with.	The anticipated impact on student achievement is that 60% of students will meet their growth goal in Reading and Math (Grade 5 also Science) by the next APTT Night.	10/21/2020	Samelli, Pribell, Hirschy	copy paper, folders, markers, manipulatives, refreshments (dinner such as pizza & chips or hot dogs & chips) CLFs, child care (\$175), office supplies	<div>Attach File Choose File No file chosen</div> <div>File Attachments - All photos require captions.</div>

Parent and Family Capacity Building Training #2 (PFEPStep6)			Reflection/Evaluation of Training #2 (PFEPStep7)				
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="175.00"/>
APTT #2	Parents will meet with their child's teacher to receive data about a math and reading skill their child needs to work on, learn how to help their child at home and receive a math and reading game specific to their learning goals to be successful with helping their child learn at home.	Parents will participate in a make and take academic game for Reading and Math (and Science for grade 5), and learn how to play it, so that they can bring it home and play it at home with their child to increase skills that the current data shows their child needs practice with.	The anticipated impact on student achievement is that 60% of students will meet their growth goal in Reading and Math (Grade 5 also Science) by the next APTT Night.	2/17/2020	Samelli, Pribell, Hirschy	copy paper, folders, markers, manipulatives, refreshments (dinner such as pizza & chips or hot dogs & chips) CLFs, child care (\$175), office supplies	<div>Attach File Choose File No file chosen</div> <div>File Attachments - All photos require captions.</div>

Parent and Family Capacity Building Training #3 (PFEPStep6)			Reflection/Evaluation of Training #3 (PFEPStep7)				
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input checked="" type="radio"/> Yes <input type="radio"/> No Amount <input type="text" value="175.00"/>
APTT #3	Parents will meet with their child's teacher to receive data about a math and reading skill their child needs to work on, learn how to help their child at home and receive a math and reading game specific to their learning goals to be successful with helping their child learn at home.	Parents will participate in a make and take academic game for Reading and Math (and Science for grade 5), and learn how to play it, so that they can bring it home and play it at home with their child to increase skills that the current data shows their child needs practice with.	Parents will be able to utilize and play content-specific games to help their children learn over the summer. The anticipated impact on student achievement is that 60% of students will maintain their progress Reading and Math and not experience summer loss.	6/9/2020	Samelli, Pribell, Hirschy	copy paper, folders, markers, manipulatives, refreshments (dinner such as pizza & chips or hot dogs & chips) CLFs, child care (\$175), office supplies	<div>Attach File Choose File No file chosen</div> <div>File Attachments - All photos require captions.</div>

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Help

Coordination and Integration for Parent and Family Engagement

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency	File Attachments
Roots and Wings	Roots and Wings, a local non-profit organization, sponsors Project Uplift, which will provide free after school tutoring in Reading to grades 1-4 students whose families cannot afford to pay for tutoring services.	Attendance rosters from tutorial will be provided.	Semesters	Attach File

Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency	File Attachments
Roots and Wings	Roots and Wings, a local non-profit organization, sponsors Project Uplift, which will provide free after school tutoring in Reading to grades 1-4 students whose families cannot afford to pay for tutoring services.	Attendance rosters from tutorial will be provided.	Semesters	Attach File

Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency	File Attachments
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Communication

Help

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.	List evidence that you will upload based on your description.	File Attachments
A monthly newsletter is composed and sent out to parents. Flyers and invitations to Title I programs, meetings, and other activities is sent out and is also translated into our parents' native languages. Communication includes emails and text messages. Title I updates are provided at our monthly SAC meetings.	copies of newsletters copies of flyers/invitations photos of marquee phone log copies of emails SAC agenda	Attach File
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.	List evidence that you will upload based on your description.	File Attachments
We will conduct Data Chats with parents 3 times a year, hold a Curriculum Night, and a Parent Information Evening (PIE Night) about state testing.	copies of invitations, flyers, RSVPs, Agendas, PPTs, and photos of Tweets and marquee will be stored in a file in the main office.	Attach File
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.	List evidence that you will upload based on your description.	File Attachments
We will conduct Data Chats with parents 3 times a year, hold a Curriculum Night, and a Parent Information Evening (PIE Night) about state testing.	copies of invitations, flyers, RSVPs, Agendas, PPTs, and photos of Tweets and marquee will be stored in a file in the main office.	Attach File
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.	List evidence that you will upload based on your description.	File Attachments
We will send out flyers, make call-outs, sent emails, invitations, post invitations to events on the marquee.	copies of invitations, flyers, RSVPs, Agendas, PPTs, and photos of Tweets and marquee will be stored in a file in the main office.	Attach File
5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.	List evidence that you will upload based on your description.	File Attachments
The meetings will be held at pickup time from SACC and 21st Century child care, a time when many parents are already on campus to pick up their children, to make it convenient for them.	copies of invitations, flyers, RSVPs, Agendas, PPTs, and photos of Tweets and marquee will be stored in a file in the main office.	Attach File

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Help

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
Translated letters, flyers, invitations: the use of CLFs and district translators at parent conferences and school-based events; the use of other school-based personnel to assist with translation at school-based events.	Copies of letters, flyers, invitations, conference notes	Attach File

2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
Parents and families with disabilities are encouraged to participate in their child's learning by receiving phone calls or personal invitations from their child's teacher. Dependent upon the disability, accommodations are made to ensure they are able to actively participate in their child's learning, such as assigning staff members to operate the elevator during school events (key necessary), requesting a sign language interpreter as needed, ensuring clear access to ramps. We will enlist the support from Title I and the ESE departments should we have a unique situation that we need assistance with to ensure that a family member with a disability is completely included.	Request form for an interpreter or other unique accommodation; photographs	Attach File

3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
Our ESOL Guidance Counselor will provide assistance as needed with applying for public assistance, such as Medicaid. We will provide families with resources based on need, such as local food banks, Adult Education opportunities, and other resources located throughout our community, including local churches and businesses.	Services log Copies of emails	Attach File

4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
Our ESOL Guidance Counselor serves as our Homeless Contact and works with our district McKinney Vinto Case Manager. Each week she sends home a weekend food pantry basket. She assists families with locating local shelters and food banks in the area. They also determine if there are any immediate needs for the family and put out an email for staff donations if specific items are requested. Phone calls to local agencies, such as The Red Cross, will be made if the family experienced homelessness due to an extreme hardship in seek of assistance and temporary housing. District McKinney Vinto personnel will be contacted for further assistance.	List of students receiving weekly food baskets.	Attach

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Other Activities (Optional)

Help

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

Activity #1

Name of Activity	Brief Description
P.I.E. Night (Parent Information Evening)	Parents come for a Hands-On training of how to support their child at home with preparation for the FSA testing season. Materials and Refreshments \$150.

Activity #2

Name of Activity	Brief Description

Activity #3

Name of Activity	Brief Description

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