

2017-18 School Parental and Family Engagement Policy/Plan
School: McCoy Elementary School **LEA: OCPS**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written policy that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The policy establishes the expectations for parent engagement and describes how the school will implement a number of specific parent engagement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

Assurances

McCoy Elementary School agrees to:

- ☐ Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ☐ Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ☐ Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- ☐ Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];
- ☐ Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(2)(E)];
- ☐ Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- ☐ If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- ☐ Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- ☐ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly

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qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

- ☐ Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

Parental Mission Statement

In an effort to uphold the goals of Orange County Public Schools, Michael McCoy Elementary will build capacity for parental involvement and sustained community engagement. It is our belief that a strong home-school relationship will have a positive impact on student achievement.

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Michael McCoy elementary is committed to notifying parents of ongoing opportunities and working in collaboration, to plan and review Title I school-wide programs. Each year, our Title I contact hosts an Annual Title I Meeting to provide information about what it means to be a Title I school. During the meeting, parents are encouraged to take part in PTA, SAC, and PLC forums to voice their ideas. At this time, parents and community members can sign-up to become board members of the SAC and Title I Committee. Adminstrating and out Title I designee work closely with the Title I Committee and the SAC to build capacity for parental involvement. The cohort provides meeting notifications, agendas, minutes and more importantly; encourages ongoing, sustained engagement. Communication is frequent, through parent newsletters, flyers and agendas; and is both English and Spanish. Parents are also informed of opportunities through the school website, marquee and Connect Orange. The website and marquee are updated regularly, with timely information. Parent input is also gathered and analyzed through the school effectiveness survey as well as surveys at regularly scheduled meetings and events. Parents may also provide feedback to the Title I contact via e-mail or student agenda. All survey results and suggestions are discussed among the Title I committee, in an effort to better our school. Parental Involvement opportunities and documentation are maintained in the Parental Involvement Notebook, which is available in the main office for parents to view throughout the school year.

2. Describe how 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

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Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

Program	Coordination
Title I	The district's Title I department provides technical assistance to our Title I school contact to ensure compliance and encourage best practices in parental involvement. Meetings are held throughout the school year, which our school contact and other staff members attend. Information provided is then brought back to the school and dissemination to the staff.
Title II	Since at least 10% of our Title I funding is used for staff development, we do not use Title II funds. We give our allocation to our neighboring schools who do not receive staff development funds from Title I or the school district.
Title III	Title III funding is provided through the district for English Language Learners as well as the education of immigrant students.
Supplemental Academic Instruction (SAI)	SAI funds provide after school tutoring services for our Level 1 and 2 students in 4 th and 5 th grades and previously retained 3 rd graders. In addition, SAI funds are used to provide tutorial support to students during the school day.
Title X-Homeless	The district homeless liaison works with Guidance Counselor and Title I Parent Resource Teachers at the school level to ensure the needs are met for our homeless population.
IDEA	Idea funds are used to support children with disabilities through resource teachers, additional materials and training for teachers and paraprofessionals.

3. Describe the specific steps the school will take to 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 (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
Title I compliance teacher attends staff development opportunities provided by the district.	Title I Contact, Administration	August 2017	Participant Feedback, Agendas, Meeting Notes
Administration advertises the meeting (school newsletter, marquee, website, and Connect School)	Title I Contact, Administration	August 2017	Sign-in sheet, Parental Involvement Surveys, Participant Feedback, Agendas, Meeting Minutes
Title I teacher organizes and facilitates the meeting, using handouts and a Power Point presentation.	Title I Contact, Administration	August 2017	Sign-in-sheet, Parental Involvement Surveys, Participant Feedback, Agendas, Meeting Minutes, Pre & Post meeting assessments.
Information is presented in a language that parents can understand.	Title I Contact, Administration	August 2017	Sign-in-sheet, Parental Involvement Surveys, Participant Feedback, Agendas, Meeting Minutes
Title I contact maintains compliance documentation and data collected during the meeting.	Title I Contact, Administration	August 2017-May 2018	Sign-in-sheet, Parental Involvement Surveys, Participant Feedback, Agendas, Meeting Minutes

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4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Administration has reviewed AdvanceEd surveys. Data collected from the surveys will be discussed during the first PTA, SAC, and PLC meetings in August 2017 and at this year's Annual Title I meeting. During that time participants will discuss meeting days and times in an open forum. In addition, Conference Nights will remain flexible events where parents and teachers make arrangements to meet for conferences throughout the week if the nights assigned is not conducive to the parent's schedule. On the assigned parent conference night, parents may attend during extended hours from 2:30-7:00pm. Additional conference days/times have been provided during the school day in September. Whenever possible, meetings will be done in the morning and evening time.

5. Describe how the 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 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Meet Your Teacher: Introductions and expectations	Administration, School Staff	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	August 2017	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data
Open House curriculum & assessment	Administration, School Staff	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	September 2017	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data
PTA,SAC,PLC Meetings: state of the School, parent involvement, SIP, PIP, funding,fundraisers,etc.	Administration, School Staff, Board Members	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	Monthly	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data
Parent Conferences for Lowest 30% with take home activities provided. Academic Meetings: Academic and behavior progress. Goals and planning for success.	Admisistration, Teachers & Leadership Team	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	October 2017 & Janurary 2018	Sign-in-sheets, Education Rx, Meeting Notes, School Surveys

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Reading & Math Night	Teachers & Leadership Team	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	November 2017	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data
Conference Night, Academic Meetings: Academic & behavior progress.	Administration & School Staff	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	October 2017 & January 2018	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data
Science Night	Administration, School Staff & Science Coach/Committee	Activities are designed to build a strong partnership between home, school, and community. The goal is to build capacity for parent involvement.	February 2018	Sign-in-sheets, Participant Feedback, School Effectiveness Surveys, Assessment Data

6. Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
The Importance of Parental Involvement Training-Module 1	Title I Contact	Data shows that better communication between home and school improves student academic achievement levels and behavior.	November 2017	Exit Slips
Building Ties Between Home and School Training-Module 2	Title I Contact	Providing teachers with the tools and understanding to communicate with parents more effectively, improves student achievement.	January 2018	Exit Slips
Implementation and Coordination of Parental Involvement Programs Training-Module 3	Title I Contact	Increased parent participation in school events	March 2018	Exit Slips
Communicating and Working with Parents Training-Module 4	Title I Contact	Improved communication and teamwork between parents and teachers.	May 2018	Exit Slips

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

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The Title I Contact will attend technical assistance trainings provided by the district. He/she will then disseminate information in an effort to build capacity.

The ADDitions Coordinator and PIE Coordinator will attend trainings offered through Community Resources. They will use the volunteer management system to communicate with parents, to notify them of upcoming events and capacity building opportunities. The Media Center houses videotapes and books that are available for check out to our parents.

Several activities have been scheduled this year to build stronger bonds between the school and our parents as well as increase parental involvement in their child's education. These include:

Parent access to computers in main office for registration, Additions Volunteers and Chaperones.

We also have other print materials available to assist parents with helping their children at home.

Cookies with Santa in December, with the participation of one of our Partners in Ed, to further strengthen the school/home connection.

8. Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(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 1118(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 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Michael McCoy Elementary is committed to informing parents of opportunities at the school and in the community in a timely manner. Initial dissemination and information is 1-2 weeks prior to planned events. Reminders are distributed the week of an event. Notices are sent home both in English and Spanish. The school informs parents of curriculum, academic assessments, meetings and Title I programs during our Annual Title I Meeting. Additional opportunities to discuss curriculum, assessment, student progress and proficiency include: Open House, Conference Nights IEP Meetings, Student Agenda, Progress Book, Literacy/Math Night, Science Night, PTA, SAC & PLC Meetings and other teacher meetings. Parent newsletters are sent home via backpack with progress reports and report cards each 9 weeks. These newsletters include dates for upcoming events and meetings. Administration further advertises all events in multiple formats including flyers, marquee, school website and Connect Orange messages. Documentation of parent notification is maintained in the Title I contact's office.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to

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share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Connect Orange, parent newsletters, flyers and other information that is sent home is provided in both English and Spanish. Assistive technology for translation is also available for events as needed. Staff members volunteer to translate and provide additional assistance to those parents who have limited hearing, vision, and/or reading capabilities. Events almost always take place on the first floor. The school is equipped with a working elevator, if needed. Parents are informed of upcoming events via the parent newsletter in both Spanish and English, through our school website, the school marquee, and Connect Orange messages in both language.

Discretionary School Level Parental Involvement Policy Components

☐ Check here if the school does not plan to implement the discretionary activities.

Check all activities the school plans to implement:

- ☐ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ☐ Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ☐ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ☐ Training parents to enhance the involvement of other parents [Section 1118(e)(9)];
- ☐ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ☐ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and
- ☐ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

10. Describe how each discretionary activity checked above will be implemented.

Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training. [Section	Literacy Night/Parent Workshops	School Staff	Positively Impact Student Achievement	November 2017

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1118(e)(7)]				
Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 118(e)(10)]	Allowing flexible times to meet with parents	School Staff	Increased parental involvement of academic development of students	September 2017-ongoing

School-Parent Compact:

As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PIP review Meeting held during SAC on March 2nd 2017; reflection and sign in sheet.

This policy/plan was adopted by the school on March 2, 2017 and will be in effect for the period of August 2017-May 2018. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/30/2017.



(Signature of Authorized Representative)

6/15/17

(Date)

Provide evidence that this policy/plan has been developed with the input from parents and based on the review of the 2016-17 PIP.

Review of 2016-17 School Parental Involvement Policy/Plan

1. Provide a summary of activities provided during the 2016-2017 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
Meet the Teacher	1	402	Increased parent involvement
Open House	1	275	Increased parent support, knowledge and involvement
Parent Conference Nights	2	777	Increased parent support, knowledge and involvement
Title I Annual Meeting	1	7	Increased parent support, knowledge and involvement
Game Night	1	66	Increased parent support, knowledge and involvement
Teach In	1	15	Increased parent support, knowledge and involvement
5 th Grade Poetry Night	1	41	Increased parent support, knowledge and involvement
National Honor Society	1	60	Increased parent support, knowledge and involvement
SAC Meetings	7	15	Increased parent support, knowledge and involvement
Awards Ceremony	4	600	Increased parent support, knowledge and involvement
4 th Grade FSA Night	1	41	Increased parent support, knowledge and involvement
OCPS Virtual Parent Academy	1	2	Increased parent support, knowledge and involvement
1 st Grade Curriculum Night	1	75	Increased parent support, knowledge and involvement
3 rd Grade Performance	1	40	Increased parent support, knowledge and involvement
Science Night	1	137	Increased parent support, knowledge and involvement

2. Provide a summary of the professional development activities provided by the school during the 2016-2017 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
The Importance of Parental Involvement Training-Module 1	1	50	Increased performance and learning gains
Building Ties Between Home and School Training-Module 2	1	50	Increased performance and learning gains

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Implementation and Coordination of Parental Involvement Programs Training-Module 3	1	50	Increased performance and learning gains
Communicating and Working with parents Training Module 4	1	50	Increased performance and learning gains

3. Describe the barriers that hindered participation by parents during the 2016-2017 school year in parental involvement activities. Include the steps the school will take to during the 2017-2018 school year to overcome the 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) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
81% of parents receive some form of government assistance.	Provide support from different community agencies.
Language Barrier- Limited English Proficiency	Offer translations of all materials and presentations.
Limited parent participation at academic nights.	Increase notifications length of time prior to activity. Vary days of the week. Experiment with different times.

4. Describe the parental involvement activity/strategy implemented during the 2016-2017 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

Content/Purpose	Description of the Activity
1. Increasing Parent Participation	PTA Talent Show and dinner. Parents paid in advance for dinner and attended the show following the dinner. Multiple members of each participant's family attended. Parents who chose not to have dinner at school arrived later to enjoy the show.
2. Lowest 30% Meetings	Parents with with teachers and Leadership Team members to discuss academic progress and provide actionable feedback and interventions to use at home. Resources were provided for the parents too.
3. Parent Conference Nights	Parents are able to schedule a flexible meeting time with their child's teacher to discuss academic performance within the classroom.