**Ormond Beach Elementary School Title I, Part A Parent & Family Engagement Plan previously known Parental Involvement Plan.**

I, Tucker Harris, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

## Assurances

* The school will 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 1116 (b)(1) and (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 1116 (b)(1)];
* 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 1116(c)(3)];
* 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 1116(a)(E)];
* 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 1116(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 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 [Section (h)(6)(A)].

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| **Signature of Principal or Designee** | Date Signed |

# Mission Statement

Parental Involvement Mission Statement

**Response: We will ensure higher levels of learning for all students in a nurturing and encouraging environment.**

# Involvement of Parents

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 [Sections1116(c)(3), 1114(b)(2), and 1116(a)(2)(B)].

**Response: The Ormond Beach Elementary School Advisory Council (SAC) and our leadership team are the groups responsible for the planning, review, and improvement of the Title I program:**

* SAC members can be elected during the regular SAC election window in the spring or can be appointed by the principal with approval of the SAC at any other time during the school year.
* The SAC will review the progress of our Title I plan at each meeting. Parent input takes place through the school year as parent input is recorded at SAC meetings, input forms are located in the main office for PIP, SIP and school-parent student compact, input surveys at each parent involvement event and the end of the year Title I parent survey.

# Coordination and Integration

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 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)].

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| **count** | **Program** | **Coordination** |
| 1 | VPK / HeadStart | Teachers and school staff work to coordinate transition plan and opportunities to present the KG program for students entering KG. |
| 2 | Title X, Homeless | Title X coordinator provides services to families to ensure that students have school supplies, resources, and transportation. |
| 3 | SAI (Academic Coach) | Academic coach supports classroom teachers with resources and instructional feedback using a designed learning cycle to improve daily practice with the goal to improve student achievement and remediate students failing to meet proficient levels of performance. |
| 4 | Title I Part A | Supplemental tutoring before and/or after school. Supplemental materials and supplies needed to close the achievement gap. Supplemental funds for ongoing staff development as determined by the results of FSA as well as professional learning focus based on the core actions in ELA and Mathematics. |
| 5 | Title II | District provided ongoing professional development in the core subject areas to ensure quality instruction and student success. |
| 6 | Free and reduced meal program | Approximately 78% of our student population is eligible for free or reduced lunch. |

# Annual Parent Meeting

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 educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116(c)(1)].

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| **count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Establish dates for annual Title I Parent Meetings | Principal / Title I Liaison | August 22, 2017 | Date set on calendar, September 14th at 6:00 pm / September 15th at 8:30 am |
| 2 | Prepare agendas for Annual title I parent meetings | Principal / Title I Liaison | September 2017 | Completion of Agenda |
| 3 | Gather information on Title I such as brochures and DVD outlining services | Principal / Title I Liaison | September 2017 | Information prepared and distributed |
| 4 | Advertise Annual Title I parent meetings for | Principal and leadership team | August & September 2017 | Number of attendees, survey, newsletter, flyer, website, connect-ed message, and school marquee |
| 5 | Prepare information on curriculum and class expectations | Teachers | August 2017 | Title I Parent Survey |

# Flexible Parent Meetings

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 1116(c)(2)].

**Response: Ormond Beach Elementary School offers a flexible number of meetings to encourage parental involvement.**

* The SAC votes annually for the best scheduled time for their monthly meetings.
* PTA holds events in the evening-dates and times varied to increase attendance.
* The school is open and staffed beginning at 7:30 am.

# Building Capacity

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 1116(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 1116(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116(e)(14)].

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| **count** | | **Content and Type of Activity** | | **Person Responsible** | | **Anticipated Impact on Student Achievement** | | **Timeline** | **Evidence of Effectiveness** | |
| 1 | | Parent to Kids Workshops | | School staff | | Provide information to parents on expectations and how parents can help their children. | | October – November 2017 | Parent sign-in and surveys | |
| 2 | Meet the Teacher | | K-5 teachers | | Meet the teacher and learn about procedures and classroom expectations | | August 11, 2017 | | Parent sign-in sheets |
| 3 | KG Parent Orientation | | KG teachers | | Increase parent knowledge of expectations, procedures, curriculums | | August 9, 2017 | | Parent sign-in |
| 4 | Family Bingo for Books Night | | Media Specialist/admin. | | Provide a fun, engaging night for parents and their children to build stronger relationships and each child will leave with at least one new book. | | April 2018 | | Parent sign-in |
| 5 | Parent Technology Night / Math Night | | Teachers/staff/ admin. | | Provide math resources and computer seminars to parents to help them understand current math processes. | | October 26, 2017 | | Parent Sign-in |

# Staff Training

Describe the professional development activities 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 1116(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Early Warning Systems / PST | School psychologist / district staff | Directly correlated to the Florida CCSS in reading, writing, and math | October 2017 | Student achievement/PST online system |
| 2 | Student Services Training | Teacher on Assignment, school psychologist | State and district requirement | Sept. & Oct. 2017 | Student surveys, student achievement |
| 3 | PLC Meetings | Principal / academic coach / intervention teacher | Strengthen instruction and to monitor student progress to provide interventions with the goal of ensuring academic success for all students | Weekly | District assessments, state assessments, student achievement |
| 4 | Behavior Management Training (CHAMPS) | School-wide | Strengthen positive behavioral interventions, provide support to the student and to provide interventions to maximize instruction and learning in the classrooms. | August and Sept. 2017 | Behavior data, referrals |

# Other Activities

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 children [Section 1116 (e)(4)].

**Response: OBE has started a parent resource room, managed by the office staff, that provides uniforms, resources, and food through the Provision Packs program. This resource is used to support parents and families which directly impact student achievement.**

# Communication

Describe how the school will provide parents of participating children the following [Section 1116(c)(4)]:

* Timely information about the Title I programs [Section 1116(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 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)]; and
* If the schoolwide program plan under Section 1114 (b)(2) 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(c)(5)].

**Response: Information about Title I programs is provided through annual meetings, booklets and/or brochures, newsletters, and through SAC and other meetings. The Title I parent involvement brochure and Title I booklet are sent home with each student. Curriculum and assessment information is shared at open house, during parent conferences, newsletters, and meetings. State Assessment information is sent home to parents both physically, through phone systems, and the media. Parents provide input to the school using input forms, informal and formal discussions, interim reports and feedback on report cards. Parents are given timely information about school meetings, programs, and events using the marquee, the connect ed phone messaging system, newsletters, website, facebook, twitter (#obeistheplacetobe), and flyers.**

**Accessibility**

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 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 1116(e)(5) and 1116(f)].

**Response: Information related to parent participation is provided to parents via school website, Connect-ed phone messages, newsletter, Facebook, Twitter, Remind App, parent/teacher conferences, students, workshops, meetings, both formal and informal and marquee. District information is available in English and Spanish. When requested, the district will provide a translator if school staff are not able to assist. Books and videos in Spanish are available in the school. District staff or school based will translate information for parents over the phone and at conferences as needed. Parent to kids program is offered yearly in English. Parents or students with special needs are accommodated.**

# Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

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| --- | --- | --- | --- | --- | --- |
| **count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| 1 | Not Applicable at Ormond Beach Elementary |  |  |  |  |

# Upload Evidence of Input from Parents

Please provide evidence of parent input in the development of the plan. Please upload into SharePoint and keep copies for your records.

# Upload Parent-School Compact

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Please upload into SharePoint and keep copies for your records.

# Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: 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 parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Please upload into SharePoint and keep copies for your records.

## Evaluation of the previous year's Parental Involvement Plan

**Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1116 (e)(1-2)]. Include participation data on the Title I annual meeting.

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| --- | --- | --- | --- | --- |
| **Count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Parent to Kids Workshops | 1 | 7 families / 20 students | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 2 | Family Science Night at the Museum of Arts and Sciences | 1 | 72 | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 3 | Parent Technology Night | 1 | 21 | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 4 | Family Math Night at Publix | 1 | 40 | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 5 | Open House | 1 | 244 | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 6 | KG / First grade parent orientation | 1 | **68** | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |
| 7 | Meet the Teacher | 1 | 276 | Student achievement increased significantly at OBE during the 16-17 school year:  3rd Grade: ELA +31 pts Math +15 pts  4th Grade: ELA +24 pts Math +28 pts  5th Grade: ELA +20 pts Math -7 pts  Science -3 pts.  Overall, OBE moved from a low B (2 pts from a “C”) to an “A” based on the state reporting system. |

# Staff Training Summary

Provide a summary of the professional development activities provided by the school during the previous 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 1116 (e)(3)].

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| --- | --- | --- | --- | --- |
| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Student Services on-line Training | 7 | 26 | Ensure the safety of all students, both physically and social emotionally. If students do not feel safe then learning cannot and will not take place. |
| 2 | PLC meetings | 1 per week | 26 | Arguable the most important process in place at school to ensure that ALL students succeed. |
| 3 | Behavior Training / CHAMPS | 3 | 26 | A reduction of referrals and to maximize the amount of time students are in class which directly correlates to student achievement. Students must be in class to learn the content. |
| 4 | Book Study: Engaging Students with Poverty in Mind | 4 / faculty meetings and Twitter Chats | 21 | Created a positive social emotional environment that focused on student achievement while empathizing and meeting the needs of our students and families in poverty. |
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# Barriers

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming 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 1116(a)(E)].

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| --- | --- | --- |
| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Survey states parents did not know about Title I Annual Meeting. | Parents attended once clarified however the parents did not know that the first session of open house was the Title I Annual Meeting. I will specifically separate and highlight the different sessions. |
| 2 |  |  |
| 3 |  |  |
| 4 |  |  |
| 5 |  |  |

# Best Practices (Optional)

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

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| --- | --- | --- |
| **count** | **Content/Purpose** | **Description of the Activity** |

Please return completed Parent & Family Engagement Plan to your Parent & Family Engagement Facilitator.