

## 2017-2018 College Park Elementary School Title I, Part A Parent and Family Engagement Plan

I, Laura Burgess, 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 parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA.
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan and distribute it to parents of participating children and make available the school plan to the local community.
- Involve parents and family members, in an organized, ongoing, and timely way, in the planning, review and improvement of the school parent and family engagement plan.
- Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement and to revise, if necessary, the school's parent and family engagement plan.
- Provide each family with an individualized student report about the performance of their child(ren) on the State assessments. (ESEA Section 1116)
- Provide each family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not completed the criteria for state level certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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Signature of Principal or Designee

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Date Signed

## **Mission Statement**

Our primary mission at College Park Elementary is to enhance each child's learning opportunities. We will work collaboratively with parents and families to nurture a love for learning and the help students reach attainable goals. We believe that each child should be given opportunities to be successful and active participation by parents and families will promote this success. We will work to establish family-school partnerships through ongoing, two-way meaningful communication. College Park Elementary is committed to the success of our students. We will work together with parents to monitor the effectiveness of our Parent Family and Engagement Plan.

## **Involvement of Parents**

We will reach out to involve parents through school events that will engage both students and their families in skill-based instructional activities in science, reading, and math. We will engage our Hispanic parents in their own community through off-campus open house and parent events that will bring teachers and parents together within the family/community culture. This increased understanding and communication will help teachers when planning and implementing high quality, engaging instruction that relatable and complementary to the school/community culture.

We will invite parents to be involved in the Student Advisory Council, which meets on a monthly basis to discuss school initiatives, including funding for parental involvement programs. In addition, we will seek to involve more of our ELL families by providing a bilingual school representative at all events and offering print literature in both English and Spanish. We want all families to be involved in our school community and not be limited by language barriers.

Our school has a School Advisory Council (SAC) and we are working to create a Parent Teacher Organization (PTO) consisting of parents, community members, and school staff. All parents will be encouraged to become members of the SAC and PTO. Information about these groups will sent out to families by School Newsletters, automated phone messages, and other appropriate means.

Members of the SAC will be determined by the balanced representation of the ethnic, racial, and economic community served at College Park Elementary School. More than 50% of the SAC are parent (non-employee) representatives. The SAC meeting will review and make revisions to the School Improvement Plan, the Parent and Family Engagement Plan and the School Compact and will have input on how Title I and Parent Involvement funds should be used at College Park Elementary.

The Local Education Agency (LEA) has a District Parent Involvement Review Committee. School Advisory Council (SAC) chairpersons from each of the Title I schools and other involved parents along with School Parent Liaisons, and Community Leaders make up this committee. The DPIRC brings recommendations to our school to help in planning for meaningful family engagement and parent involvement opportunities.

## **Annual Parent Meeting**

We will conduct our Title I annual meeting before student open house, informing parents and families of the Title I programs, Title I District Parent Resource Center Mobile Unit schedule, and the Home-School Connection Newsletters. The program will be offered in an upbeat and positive atmosphere, inviting parents to partner with us in our goals for improved student achievement. We will work to create an environment where parents feel welcome and are able to ask questions or receive necessary resources. We will strive to involve all of our school community by offering these sessions in both English and Spanish.

It is important for parents and families to know where we have been and where we are going in our student achievement goals. We will share this information in easy-to-understand format with corresponding supporting documents. There will be a Title I booth available so that those that want one-on-one assistance may ask questions and take extra time to understand the program or resources available to their family.

Activity/Tasks	Person Responsible	2017-2018 Timeline	Evidence of Effectiveness
Send Meeting Announcement flyer in backpacks of all students.  Send automated phone reminder(s).	Administration	September	Copy of Flyer Copy of automated phone reminder(s)
Hold Annual Title I Informational Meeting. Obtain power-point template from Title I Staff, if needed.	Administration	September 12, 2017 at 5:00 pm	Sign in Sheets/ Parent Evaluations
Maintain Documentation.	Assistant Principal	September	Monitoring documents Transfer to Federal Programs, as directed

### Flexible Parent Meetings

About two-thirds of our school population are ELL students and their families are not native English speakers. In addition, most of our families are laborers that live in apartment and rental communities near the school. We will offer meetings in both English and Spanish at both the school site and the community center of areas highly populated by our families in order to overcome their transportation difficulties, language barriers, and work schedules. We will provide the same materials and refreshments at the community center site as we do at the school site.

Examples of flexible meetings and trainings at our school are:

- The school's scheduled orientation, open house, and the Annual Title 1 Meeting are held in the evening at the school. This allows many of our working parents to participate. Meetings are also held in nearby community centers.
- Parent Training and Family Engagement Workshops are presented in the day and at evening. Refreshments or a light meal is provided at each of these trainings/workshops. This allows busy parents to participate without missing work or having to prepare a meal for the family before coming to a school event.
- SAC meetings are scheduled at a time convenient to the SAC members. This will be voted on during the first SAC meeting in September.
- Student showcase events are presented during the school day and evening at a variety of times on a quarterly basis.
- The Media Center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.
- Pre-Kindergarten classes present parent programs during the school day and also in the evenings.
- Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as for teachers.
- Translators are provided at meetings for our Spanish speaking parents/students.

### Building Capacity

*One focus this year is improving our science achievement, which was at only 31% proficiency in 2016-2017. This does not start in fifth grade, but rather in kindergarten progressing through all the grade levels, building a foundation for student learning and adding depth and strength year by year. We will host science nights involving parents in this process, both through hands-on activities, and relevant information for students and families that will help them engage in science at home. These events and others will also engage parents in the language arts and mathematics content through hands-on experiences and specific instruction for helping students at home.*

*Our school has not had parent-community events, such as fall or spring gatherings, whole school student-led presentations (art, music, science festivals), or community celebrations for three years. We intend to build capacity by*

*involving parents in our school through these events to make them feel more welcome and increase their desire to visit and be a part of what is happening on our campus and in our classrooms.*

*By partnering with our business partners, we will provide mentoring opportunities on our campus and utilize their volunteers for school-wide afterschool events. In addition, we will provide training and information for parents that want to utilize the math and ELA resources from home that are offered through our Title I purchased funds, such as i-Ready Math and Reading.*

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>2017-2018 Timeline</b>	<b>Evidence of Effectiveness</b>
<i>Spooky Story Night</i>	<i>Professional Development Specialist, Admin Representative, VPK &amp; Title I, School-appointed Parent Liaison</i>	<i>Explore reading in the literature and informational text. Parents explore reading strategies and participate in a “read-in” with their child. As parents are taught reading strategies, they can work with their child at home to increase their children’s reading abilities. Scores on FSAs and local assessments will increase as a result.</i>	<i>October 26, 20, 2017</i>	<i>70% or more of parents/families will attend. Agenda, Parent sign-in sheet, Parent Evaluations</i>
<i>Student Led Conferencing</i>	<i>Administration Team, District Trainers, Parent Involvement Committee, Teachers</i>	<i>Provide parents the opportunity to sit down with their child to go over report cards, grades, schools work, and conduct. Students lead the conference with their parent to show ownership of their own successes or what they need to improve on.</i>	<i>Beginning January 2018, continuing to end of year.</i>	<i>Parent Sign-in sheet, Parent Evaluations 75% of parents will attend one parent conference. Conference Night Flyer/Schedule Sign-in sheets</i>
<i>“PAWS” Playing Around With Science</i>	<i>Principal, Professional Development Specialist, School-appointed Parent Liaison</i>	<i>Science nights for K-5 parents will provide hands-on science experiments, interaction with reading materials in the content area, and strategies that parents might use to benefit their child in the area of science and content area reading. Scores on local science and reading assessments will increase and ultimately 5<sup>th</sup> grade scores will improve.</i>	<i>February 6, 2018</i>	<i>Agenda, Parent sign-in sheet, Parent Evaluations</i>

## **Staff Training**

*We will offer professional development to teachers to promote understanding of the importance of parent and family involvement. We will show a correlation between the increased parent and family involvement and positive trend in student progress toward their academic goals. We will provide professional development through school-based training on early-release days, especially as it pertains to reaching out to the families in our demographic group. We will engage teachers in discussion and collaboration activities to build an understanding of the unique culture in our demographic and involve stakeholders (parents, families, and community members) in these discussions in order to form an effective strategy specific to our school culture. These sessions will be open to all instructional support, especially our many ESOL paraprofessionals who can provide valuable feedback throughout the year as we continue toward our goals.*

*In addition, we will train our teachers in the use of student-led conferencing to help our students to take ownership in their own education. Families and students will participate in these throughout the year.*

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>2017-2018 Timeline</b>	<b>Evidence of Effectiveness</b>
MTSS Training	District/ Principal/ Assistant/ Guidance Counselors	Student Scores in local assessments and collected data will increase. Students will be appropriately placed in interventions and be progressed monitored for growth	August 30, 2017	TNL reports, Teacher sign-in sheets, Teacher documented Intervention. Copy of PMP Schedule, Parent Signatures on the PMP paperwork.
Positive Family Communication/ Effective Conferences	Administration, Teachers	Increase of student mastery of tested skills. Increase of family engagement in school/classroom.	September 27, 2017, 12:45-2:45	75% of parents will attend one parent conference. Conference Night Flyer/Schedule Sign-in sheets
Implementation of PASS/ISF Pilot	Teachers, School Psychologist, Dean, Assistant Principals, Mental Health Clinician	Training for teachers will on how to identify positive/negative trends in mental health of students and how to interact positively with parents.  Mental health clinician support for students and families identified as needing counseling/support services.	November 1, 2017 Early Release	Teacher documented conference and conference notes. PASS/ISF surveys and questionnaires
Understanding the Underrepresented Child	District/ Principal/ Assistant/ Guidance Counselors	Training for teachers about the culture of the low income/minority population and how to develop relationships to promote parent and family engagement.	December 6, 2017	Teacher sign-in sheets, teacher reflection

### **Other Activities**

We will facilitate more effective use of parent and family resources we already have on our campus to bring much needed instructional support to our parents. We have school-based family resources (previously purchased through Title I) as well as district provided resources (such as the Title I Parent Resource Center Mobile Unit) that we will better utilize through a parent check-out system and through para support, made available during school hours, to demonstrate how to use the resources and how to exchange them when they have finished with them. We will also offer additional opportunities for access to Title I curriculum resources that are available from home and school, such as before/after school computer hours and/or homework help.

### **Communication**

Our school will share timely information about the Title I programs including 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. Initial information will be shared during the Title I Annual Meeting held in September.

Teachers, counselors and other school personnel will maintain regular contact with parents through personal calls, phone texts, and emails in an attempt to reach parents who do not or cannot participate to seek input and increase involvement.

Home visits are provided by Social Services.

Parent Training and Family Engagement Workshop information will be distributed to parents via flyers and by utilizing the automated telephone calling system. Events will also be advertised on our school's marquee.

All school information is disseminated through a monthly newsletter, the schools automated calling system, as well as mass parent letter mailings. This is inclusive of those parents who did not attend planned events to ensure they receive all information.

All school information is presented to families in a language that they may easily understand (free from jargon, educational acronyms) and translated to their native language.

### **Accessibility**

Our facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement events and family engagement workshops. If support is needed to accommodate a disability, appropriate arrangements will be made.

Translators for those in need of assistance with Spanish and/or American Sign Language are available upon formal request, as well as informally, through our many bi-lingual staff members. Phone calls using the automated messaging system will be provided in English and Spanish, by the principal and the bilingual assistant principal.

Our guidance counselor works with the district migrant liaison to provide services for migrant children and their families. District migrant liaison notifies parents of assistance available.

Upon request by a parent, our school social worker and guidance counselor are available to assist students and parents with referrals and other needs specific to each family. In addition, parents may receive assistance from the mental health clinician on days she is present on campus (through the PASS/ISF Grant).

A variety of handouts and flyers pertaining to student health, insurance, Title 1, and other school and community services are available in the school office and guidance office.

### **Discretionary Activities (optional)**

<b>Activity</b>	<b>Description of Implementation Strategy</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>2017-2018 Timeline</b>
<i>Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.</i>	<i>College of Central Florida and Meadowbrook Church: Invite representatives from businesses and community to serve on school committees and to attend school activities.</i>	<i>Principal, Assistant Principal, School-based Parent Liaison, Dean, Teachers</i>	<i>Students will become more engaged in school work. Student achievement will increase</i>	<i>Throughout the 2017-2018 school year, starting in September.</i>

## Coordination and Integration with Other Federal Programs

Title I Part A	Our school receives Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Involvement Trainings and Workshops will be coordinated with Title I, Part A.
Title II	Staff and faculty members participate in district professional development opportunities.
Title III - ESOL	The administration will coordinate with Grants & Federal Programs, ESOL Department to identify students. ESOL paraprofessionals are placed in our school to provide students with the appropriate academic support that they need to progress in learning a second language.
Title I Part C (Migrant)	The administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need.
Individuals with Disabilities Education Act (IDEA)	Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support is shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes.
Voluntary Pre-Kindergarten Program/Public Preschool	Title I coordinates with the Early Learning Coalition, and schools in order to provide parents and caregivers helpful information and steps for enrolling their children in Florida's Voluntary Pre-Kindergarten programs. VPK and (ESE)VPK classrooms are established in schools based on school and community needs.
Title X - Homeless	The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need.
Federal Nutrition Program	Our guidance department identifies families in need and coordinates "Food 4 Kids"—a weekend food backpack program providing nutrition supplements.