

## 2017-2018 Parent and Family Engagement Plan

School Name	Union Park Elementary School
LEA	Orange County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

### Assurances

The above named school agrees to the following assurances:

- ☐ Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
- ☐ Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- ☐ Jointly develop/revise plan with parents and make available to the local community;
- ☐ Involve parents and families in planning, reviewing, and improving schoolwide program plan;
- ☐ Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school's parent and family engagement plan;
- ☐ Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals;
- ☐ Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
- ☐ Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

### Mission Statement

<b>1. Does the mission statement include:</b> How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement	In support of the OCPS mission, to be the top producers of successful students in the nation, we at Union Park Elementary acknowledge our role is to lead our students to success with the support of involvement of families and the community. We fully understand the importance in communicating and involving families to help increase participation in their children's education. We are committed to working jointly with parents
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plan will assist in providing high quality instruction for all learners?	
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### Involvement of Parents

<p><b>2. Does the plan include:</b> How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?</p>	<p>Union Park Elementary will ensure the organized, ongoing and timely manner of involving parents through the following methods:</p> <ul style="list-style-type: none"> <li>• Home-to-school communication in English and /or other language.</li> <li>• Student planners</li> <li>• Flyers</li> <li>• Newsletters</li> <li>• Connect Orange messages</li> <li>• School Website</li> <li>• Email</li> <li>• And other known best practices as needed</li> </ul> <p>At Union Park Elementary parents and families are involved in the planning, review and improvement of Title1 programs, including involvement in the decision making of how funds for Title1 will be used by:</p> <p>Attending</p> <ul style="list-style-type: none"> <li>• School Advisory Council (SAC) meetings. A parent representative is requested for Budget Advisory Committee to discuss best way to utilize the funds to support parental involvement and student academics success. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making.</li> </ul>
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### Coordination and Integration with Other Federal Programs

<p><b>3. Does the plan include:</b> How the school will coordinate and integrate parent and family engagement programs and activities?</p> <p>How the school will coordinate and integrate parent and</p>	<p><b><i>Any notes written in red in this section should not appear in the PFEP. They should be used as guidance.</i></b></p> <p><b>Provide information for each of the programs listed below as applicable. More may be added.</b></p>
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family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]?	
<b>Program</b>	<b>Coordination</b>
Pre-K Varying Exceptionalities ESE - IDEA	Union Park will work with the VPK teacher and paraprofessional to ensure appropriate transition through regular parent conferencing for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEP's. An opportunity to orientation kindergarten and classroom visits will occur in spring and/or summer. Pre-K families will be invited to all Family Night events. Paraprofessionals will support our Magnet Program (Dual Language)
Title I	The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parent and family engagement at home, at school, and in the community.
Title II	The school will continue to work on informing parents at Florida Standards. Teachers will learn about these standards through Title II funds.
Title III	Provides funding for our ELL students Imagine Learning to support their oral language development.
Title X	McKinney-Vento Program provides support to our homeless students.

### Annual Parent Meeting

<p><b>4. Does the plan include:</b></p> <p>A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?</p> <p>A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?</p> <p>A description of how the meeting will cover adequate yearly progress (AYP),</p>	<p>Union Park Elementary will host an annual title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:</p> <ul style="list-style-type: none"> <li>• Annual Yearly Progress (AYP) via PowerPoint presentation and handouts</li> <li>• School Choice via district handouts and policies</li> <li>• The rights of parents via brochure and other resources</li> </ul> <p>Parents and families are informed of the nature of the Title I program by the following statement:</p> <p>Title I schools receive services from the largest federal aid to education program existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of \$500 million in federal funds to school</p>
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school choice, and the rights of parents are covered at the annual meeting?	<p>districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.</p> <p>Below are specific steps that Union Park Elementary will take to conduct the Title I Annual Meeting.</p>		
<b>Activity/ Task</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Advertisement of the meetings. Flyers, stickers with information for each child	Principal/Asst Principal	August 2017	Flyer, phone calls, website
Title I information posted on school website	Title I Contact	August 2017	Website
Maintain documents	Principal-Title I Contact-Teachers	August 2017-June 2018	Agenda, Sign-in, Photos, Flyer
School Messenger-Connect Ed. Translations in Spanish is provided.	Assistant Principal	September 2017	Phone/Voice messages and email

### Flexible Parent Meetings

<p><b>5. Does the plan include:</b></p> <p>How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, child care or home visits, as such services</p>	<p>We offer multiple times throughout the day for parent meetings. Programs and meetings are also scheduled outside of the school day for such things as PTA, SAC, MPLC, All-Pro Dads, iMoms, Curriculum Events, Open House, book Fair, and others. Daycare through after school care is offered at some parent meetings for school-age children. In addition, report card conferences are available at various times throughout the day to best suit the parent's schedules. Translators in English-Spanish will be available upon request.</p>
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relate to parent and family engagement [ESEA Section 1116]?	<p>As it pertains to services related to parent and family engagement, the school will provide the following:</p> <ul style="list-style-type: none"> <li>• Transportation to a minimum of 1 Parent Academy</li> <li>• Cover the cost of staffing a childcare room with an OCPS staff member(s) for parents to utilize during parent activities and meetings</li> </ul>
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### Building Capacity

<p><b>6. Does the plan include:</b></p> <p>How the school will implement activities that will build the capacity for meaningful parent/family engagement?</p> <p>How will the school implement activities that will build relationships with the community to improve student achievement?</p> <p>How the school will provide material and training to assist parents/families to work with their child(ren)?</p> <p>How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?</p>	<p>Union Park Elementary takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through implementation of activities during and after school that community members and organization can volunteer to support through our Partners in Education (PIE) coordinators as well as our ADDitions coordinators.</p> <p>Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.</p> <p>Below are specific steps that Union Park Elementary will take to build capacity for meaningful parent and family engagement.</p>			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Book Fair	Media Specialist	Increase reading proficiency	September 2017, March 2018	Sign-In
MPLC Meeting	CCT	Increase parent and community involvement	Aug 2017-May 2018	Sign-In/Agenda/Notes

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Curriculum Nights	Teachers	Increase understanding of Florida Standards	October 2017, January 2018, March 2018	Sign-In
Learning Conference	Principal, Teachers	During teacher-parent conference, teacher will review student's progress with parents	September 2017, October 2017, February 2018	Sign-In
Open House	Principal, Teachers	Share OCPS mission of high expectations of student academic achievement and procedures for home, school and teacher connections	September 2017	Sign-In
PTA General Meeting	PTA President	School involvement; ways to support parents with homework and increase parental involvement	September 2017-May 2018	Sign-In/Agenda/Notes
Meet the Teacher	Teachers, Principal	Classroom academic expectations	August 2017	Sign-In
Dual Language Tours	Dual Language Teachers/CCT/Asst Principal	Increase parental involvement as well as district involvement in offering a language rich magnet program to elementary students	October-November 2017, February-April 2018	Sign-In
Dual Language Picnic/Dinner/Awards	Dual Language Teachers/CCT/Asst Principal/Principal	Bringing together all parents from the Dual Language Magnet Program to increase support from the parents and increase student	September 2017/May 2018	Sign-In

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		achievement in all academic areas		
FSA Night	Principal, Asst. Principal, Leadership Team and Teachers	Parents will be informed of information regarding the new state assessment	January 2018	Sign-In Sheets/Agenda
Teach-In	Collaborative Inclusion Coach	Increase parental support and involvement in career/community education for students	November 2017	Sign-In sheets/Flyer
Annual Title I Meeting	Title I Coordinator	To advise parents that we are a Title I school, how funds are used to increase academic success across the curriculum	September 2017	Sign-In Sheets/Agenda

### Staff Development

<p><b>7. Does the plan include:</b>  A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff:  - with the assistance of parents/families, in the value and utility of contributions of parents/families?  - in how to reach out to, communicate with, and work with parents/families as equal partners?  - in implementing and coordinating parent/family</p>	<p><b><i>Any notes written in red in this section should not appear in the PFEP. They should be used as guidance.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>The four modules below must appear in the PFEP. Modules will be provided by the district PFEP Team.</i></b></li> <li>• <b><i>The Activity/Task, Correlation to Student Achievement, and Evidence of Effectiveness sections remain as written below.</i></b></li> <li>• <b><i>Additional Activities/Tasks may be added as applicable.</i></b></li> </ul>
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programs, and in building ties between parents/families and the school [ESEA Section 1116]?				
<b>Activity/ Task</b>	<b>Person Responsible</b>	<b>Correlation to Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families	Title I Coordinator	Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school to home partnerships	October 2017	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School	Title I Coordinator	Improved ability of staff to work with parents and families	December 2017	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement Programs	Title I Coordinator	Increased parent and family participation in school activities which support student achievement	February 2018	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners	Title I Coordinator	Improved relationship, communication and collaboration between parents and school	April 2018	Sign-in sheets, exit slips

### Other Activities



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<b>8. Does the plan include:</b> How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]?	We will hold curriculum nights and conduct surveys with our parents to ensure they are receiving the necessary help needed for them and their children to be successful and to inform them on the Florida Standards. We will invite parents to serve as school volunteers in and out of the classroom, and we ensure parent communication is accessible in both languages. There are also many times throughout the year where school spirit and community is built through various events such as field day, Zumba, and Jump Rope for Heart.		
<b>Activity/ Task</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>
Resource Center	Guidance Counselor, ESE Contact, PEL	Ongoing	Sign In sheets
Virtual Academy	PEL, Media Specialist	October 2017 February 2018 May 2018	Parent registration, Media Center Sign-In sheet
Parent Academy	PEL	October 2017 November 11, 2017 December 16, 2017 February 10, 2018 March 31, 2018 May 5, 2018	Pictures, Parent Registration, Flyers

## Communication

<b>9. Does the plan include:</b> How the school will provide timely information about the Title I programs?  How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?  How, if requested by parents, the school provides opportunities for regular meetings to	<p>Title I and funding is discussed at the annual meeting and all SAC meetings. Parent representation is requested at Budget Advisory Committee meetings to discuss best ways to utilize the funds to support parental involvement and student academic success. The PAFEP plan is discussed at SAC meetings and comments for revisions are submitted to the Title I office and included in the SAC notes. School surveys are sent yearly and discussed during SAC and PTA meetings to drive decision making. Agendas are created before the following SAC meeting to include Title I information. All meetings are advertised and attendance is promoted. The PAFEP is shared with all community stakeholders for review and future planning.</p> <p>In order to communicate information about the curriculum, expected levels of proficiency, and assessment measures, parents are invited to meet with staff members, at minimum, 2 times per year. Staff members are accessible through voice mail and email and return messages within a 48 hour period. Parents are encouraged to meet</p>
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<p>formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?</p> <p>How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?</p>	<p>on a regular basis and the compact is discussed regularly throughout the year. The other various ways information about curriculum and assessments are communicated to parents include curriculum nights, parent letters regarding district and state assessments, report cards and progress reports, an MTSS brochure, and personal invitations to MTSS meetings.</p> <p>Overall communication sent to parents is sent in English and Spanish, and is dated. A communication log is kept in the office for parents who missed information.</p> <p>Parents are encouraged to provide feedback via PTA/SAC meetings, Budget Advisory Committee meetings, surveys, email, phone calls, including direct contact to the principal through her open door policy. Parents have reported they are satisfied with our school-wide plan.</p>
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### Accessibility

<p><b>10. Does the plan include:</b></p> <p>A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?</p> <p>A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?</p>	<p>To better meet the needs of our parents, we offer all documentation in Spanish and English due to our large Hispanic population, as well as offer interpreters for all meetings. We contact parents via School messenger in both English and Spanish and translate all communication between the parent and teacher as necessary. Staff members volunteer to translate and provide additional assistance to those parents who have limited vision or reading capabilities. The school is accessible for the disabled. Information is given to parents regarding the district Parent Academy opportunities provided by OCPS.</p> <p>We will share information through various best known practices in multiple languages in order to reach the highest number of parents and families. The following outlines some of those methods:</p> <ul style="list-style-type: none"> <li>• Home to school and school to home community in English and/or other languages</li> <li>• Student Planners</li> <li>• Flyers</li> <li>• Newsletters</li> <li>• Connect Ed messages</li> <li>• School Website</li> <li>• Email</li> </ul>
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### Discretionary Activities (optional)

<b>11. Does the plan include:</b> Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)	Below are additional activities and tasks Union Park Elementary will implement that are funded by Title I, Part A.			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.	This is implemented during parent meetings (MPLC, SAC and PTA) also includes input given at parent teacher conferences	Admin, PTA, MPLC presidents and teachers	Effective training leads to increased student achievement	2 <sup>nd</sup> Tuesday of every month for 2017-2018 school

### Barriers

<b>12. Does the plan include:</b> A description of the barriers that hindered participation by parents/families during the previous school year?  A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]?	Union Park Elementary, after reviewing the previous years' parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement: <ul style="list-style-type: none"> <li>• Childcare</li> <li>• Language</li> <li>• Time</li> </ul> Below are specific steps that Union Park Elementary will take to address barriers that existed in the previous year.	
Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome	

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Daycare for working parents (FRL/LEP)	Provide in-school activity area for children, allowing parents to attend meetings.
Limited time after work to take care of family needs (i.e. dinner) (FRL/LEP)	Have homework area for students to complete on campus while parents attend meetings

### School-Parent Compact

<b>13. Does the plan include:</b> As a component of the school-level parent and family engagement 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?	<p><b><i>Any notes written in red in this section should not appear in the PFEP. They should be used as guidance.</i></b></p> <p><b>Provide a scanned copy, with this document, of the School-Parent Compact and evidence of parent input in the development of the Compact.</b></p>
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### Adoption

The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by ***(See below for sample evidence. List here.)***

This policy was adopted by the school on January 12, 2018 and will be in effect for the period of 1 year .

The school will distribute this policy to all parents of participating Title I, Part A children on or before January 12, 2018 .

<b>Signature of Authorized Personnel</b>	
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Date January 12, 2018	
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Provide evidence that this policy has been developed with input from parents based on the review of the previous school year's Parent and Family Engagement Plan, if applicable. (*previously referred to as the Parent Involvement Plan – PIP*)

The following documents can be scanned with this document and submitted as evidence:

- ☐ Parent surveys of previous year's events and activities
- ☐ Any SAC and/or PTA artifacts with Title I/PFE topics on the agenda
- ☐ Parent Feedback Summary of PFEP Evaluation
- ☐ Parent and Family Engagement Activities Tracking Form