**Title I, Part A 2018-2019 Parental and Family Engagement Plan**

**Orangewood Elementary School**

 I, Angela Nader, 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 8101, 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)];
* 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)];
* 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 school wide program plan under section 1116
* Use the findings of the family engagement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy [Section 1116)]
* 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 [ESEA Section 1116)];
* 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 [Section 1116)
* 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 1116)].

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

**Mission Statement**

Parental Involvement Mission Statement (Optional)

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| **Response:**  |

**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)].

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| **Response:** Parents will become involved in the development, review, and improvement of Title I programs through various activities throughout the academic year including, but not limited to, School Advisory Council (SAC) meetings, Parent and Teacher Association (PTA) meetings, Parent Surveys, School Improvement Plan Committee. Parents will be encouraged and invited to participate in these committees via school newsletters, school website, flyers, parent link, marquee postings, parent letters, and personal invitations. All parent communications are provided in bilingual format (e.g., English and Spanish), in other languages (e.g., Haitian-Creole) if requested, and in a parent friendly format. There are 12 members of our SAC, including teachers, parents and administrators. Our SAC follows the district mandated racial zone percentages for SAC membership.The School Advisory Council, of which the parents comprise 51%, will review, evaluate and provide feedback on how Title I funds should be allocated to parent involvement activities. Parents are invited to provide their input in relation to Title I programs during the open forum sections during SAC monthly meetings, emailing, talking to the principal or contacting the Title 1 office at the school district. All SAC meetings are open to all parents of Orangewood Elementary. Parentlink messages are sent to all parents via email, phone and text message. Parents from all groups of students including regular education, special education, talented and gifted, ESOL and low achieving students are encouraged to attend. Child care is provided for families on campus during meeting times so that parents can attend. In addition, translation services are also available for those parents whose English is limited to allow them to participate in meetings. Snacks and refreshments are available for parents and children at these meetings.In order to revise, evaluate, and develop the Parent Involvement Plan and the Compact, parental input will be collected and analyzed annually via parent surveys and parent involvement activities, meetings, and workshop evaluations to develop plan modifications if necessary. Parents will be informed of the committee progress during our SAC monthly meetings. The committee will present the plan for final approval in September, 2018. All documentation, such as agenda, sign-in sheets, and meeting minutes, will be maintained in the Title I Crate.  |

**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 [ESEA Section 1116].

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| **count** | **Program** | **Coordination** |
| 1 | Title II Parent Involvement Opportunities | A one hour in service given to our teachers, to discuss the importance of parent involvement. Additionally, monthly research-based articles will be sent out to teachers about the correlation between parent involvement and student achievement. |
| 2 | Pre-K ESE | Pre-K ESE teachers will meet with each parent to discuss ways to help their children at home to master benchmarks. |

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**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 (school wide 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)].

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| **count** | **Activity/Tasks** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| 1 | Annual Title 1 | Administration, teachers, support staff | August | Agenda, minutes, sign in sheets, PPT presentation, meeting advertised via marquee, parentlink |

**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)].

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| **Response:** Orangewood Elementary School works to maximize family engagement by offering meetings in a flexible format. First and foremost, we provide meetings at various times throughout the day. Meetings held in the mornings, during school hours, and in the evening to accommodate parents who have varied work schedules. Parents are encouraged to reschedule the meeting if scheduling conflicts arise. Childcare and translations, in the parents' native language, are provided during parent involvement activities and/or evening meetings to enhance communication as we work toward the goals of making our parents equal partners. We may conduct in-home conferences with the assistance of our social worker, to establish an open two-way system of communication between our school and the parents of children we serve.  |

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

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Open House | Administration, Teachers, support staff | Increase level of involvement of parents to become active in the decisions made at the school.  | August | Agenda, Sign-in Sheets, PPT, flyer, survey |
| 2 | Annual Title I Meeting  | Administration, Teachers, support staff | Increase level of involvement of parents to become active in the decisions made at the school. Educate parents regarding what is a Title I school. | September | Agenda, Sign-in Sheets, PPT, flyer, survey |
| 3 | Reading Buddies | Volunteer Coordinator | Mentors read with struggling readers | Sept – May | Sign In Sheets |
| 4 | Curriculum Night | Administration, teachers, support staff | Provide information to parents regarding academic expectations and behavioral. How parents can help their children. | 1st Quarter | Agenda, sign-in sheets, PPT, flyer, survey |
| 5 | Hispanic Heritage Night | Administration, teachers, support staff | Provide information on different countries and cultures. Students displayed projects from countries all over the world. | Oct. | Agenda, Sign-in sheets, flyer, parentlink, survey. |
| 6 | Vocabulary Parade | AdministrationTeachersSupport staff | Vocabulary parade: Students choose a vocabulary word and then dress up like that word. Students learn not only their word but are exposed to hundreds of others at the parade | Oct.  | Agenda, sign in sheets, flyers, Parentlink |
| 7 | FSA Night | AdministrationTeachersSupport staff | Parents learn about what the FSA test is, including the different sections of the test, how questions are worded and how students are being prepared for the test. Information also includes how parents can help their children to be successful on the FSA. | Oct. | Agenda, sign in sheets, flyers, Parentlink |
| 8 | Family Science Night | Administration, teachers | Provide parents and students the opportunity to be involved in and explore the wonders of different science activities. | November | Agenda, Sign-in sheets, flyers, Parentlink, survey. |
| 9 | Family Math and Reading Night | Administration, teachers, support staff | Teachers will communicate standards and testing expectations and strategies to help their children academically. Parents and children will track testing data to see which areas need improvement. | January | Agenda, Sign-in sheets, flyer, Parentlink, survey  |
|  10 | Black History Celebration | AdministrationTeachersSupport staff | Students learn about figures in Black History and share their learning with schoolmates, parents and families, culminating in this event which includes songs, music, dancing and dinner. | Feb | Agenda, sign in sheets, flyers, Parentlink |
| 11 | Kindergarten Round-up | Administration, teachers, support staff | Provide information to parents on how parents can help their children to establish a strong academic foundation in kindergarten; through research based strategies and tips, provide parents the opportunity to be involved in the child's academic setting. | May | Agenda, sign in sheets, flyers, Parentlink |

**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 1118(e)(3)].

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| **count** | **Content and Type of Activity** | **Person Responsible**  | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1 | Parent Involvement Newsletter | Clerk Typist/Resource teacher | Research based tips for increasing parent involvement | Monthly | Parent and Faculty surveys |
| 2 | Faculty Training on Parent Link | Technology Specialist | Building communication with parents | August | Parent Link Usage Report |
| 3 | Leader In Me Training for Teachers | Administration | Improve the ability of staff to work effectively with parents so that parents learn the language and philosophy behind the LIM program. | Quarterly | Agenda, minutes, sign-in sheets |
| 4 | Parent Involvement  | Parent Involvement Specialist | Improve the ability of staff to work effectively with parents | On-going | Staff Survey |
| 5 | PLCs | Administration, PLC Facilitator | Teachers will learn how to analyze data and break down standards to target student academic needs. | August | Student test data |
| 6 | Self Esteem | AdministrationTeachers | Teachers share responsibility of building a child’s self-esteem.  | August | Sign in, Agenda, minutes |

**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 [ESEA Section 1116)].

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| **Response:** Orangewood Elementary hired a new Parent Involvement Specialist in August, 2017 to ensure the maintaining of communications between the school and the community. Parent Involvement Specialist created a Parent Involvement Advisory Committee comprised of a diverse group of individuals representing parents, teachers, and administrators.  |

**Communication**

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

* Timely information about the Title I programs [Section 1116];
* 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;
* 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.
* If the school wide program plan 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 [ESEA Section 1116].

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| **Response:** Orangewood Elementary School continues to work towards developing a culture that both informs and empowers our parents. The main focus is to engage parents in becoming partners with the school to support student learning. Our PTA/SAC meetings embody this process via a cohesive action plan for communicating, training, and reflecting about our Title I programs as well as professional development opportunities. The school facilitates, throughout the course of the year, numerous activities and opportunities for parents to learn about the various aspects of our school community as it relates to student academic achievement. For those parents unable to attend, the necessary information will be available through articles posted on the school website and/or school newsletter. Information about Title I services and other parent involvement documentation will be available for parent review in the main office via brochures or logs. Attendance logs, surveys, and meeting minutes are utilized during these activities to monitor parental participation and request additional input.Some of the methods that we utilize to disseminate the information throughout the course of the academic year are:1. Curriculum nights2. Workshops specifically about assessments3. Reading and Math Nights4. On-going communication via newsletters, the school website, student progress reports, teacher and parent conferences, and phone calls5. Meetings that are specifically designed to address and discuss the school's academic plan (SIP)6. School Advisory Council meetings are structured to develop a risk-free environment for parents to engage in a dialogue about their child's academic development, concerns that they might have about the school, and/or any other issue related to the school community, reach out for targeted support, and provide the school with feedback for improvement, etc. Orangewood Elementary adheres to the best practice of notifying parents of the various opportunities to be informed about Title I programs and services via parent notices; Parentlink, marquee signs, and newsletter announcements on a reasonable and realistic timeline. Specific parental concerns regarding the Title I program can be directed to the school and/or the District Title I Office.  |

**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 [ESEA Section 1116)].

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| **Response:** Orangewood Elementary School continuously strives to increase opportunities for parental participation. Parental involvement is crucial for developing awareness and communication between families as well as strengthening the parent to school partnership. Bi-lingual personnel (English/Spanish is the most common format) is provided on an on-going basis to assist parents that may have limited English proficiency and or special needs. A Haitian Creole translator is available on site. Some of the options our school provides to increase parental involvement for parents that may have limited English proficiency, disabilities, or migratory children include: (1) Translation services; (2) Parentlink; (3) Newsletters; (4) Report Cards (5) School Reports - all of which are provided in a bilingual format (if applicable: i.e., English/Spanish/Haitian-Creole). In the event of a parent with special needs providing a timely notification of such need will allow for us to contact the District Office to provide a reasonable accommodation. Attendance logs, surveys, and meeting minutes are utilized during these activities to monitor parental participation and request additional input. |

**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:

X Not Applicable

**Upload Evidence of Input from Parents**

Upload evidence of parent input in the development of the plan.to the Title 1 Crate for the 2018-2019 school year

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**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].

Upload an electronic version of the Parent-School Compact.to the Title 1 Crate for the 2018-2019 school year

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**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)].

Upload evidence of parent input in the development of the compact to the Title 1 Crate for the 2018-2019 school year

**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)]. 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 | Open House  | 1 | 794 | Parents come meet the teachers and get familiar with expectations |
| 2 | Annual Title 1 Meeting | 1 | 32 | Increase level of involvement of parents to become active in the decisions made at the school |
| 3 | Reading Buddies | 82 | 455 | Mentors read with struggling readers |
| 4 | Hispanic Heritage Night | 1 | 98 | Provide information on different countries and cultures. Students display projects from countries all over the world. |
| 5 | Vocabulary Parade | 1 | 619 | Students chose a vocabulary word and then dress up like that word. Students/parents learn not only their word but are exposed to hundreds of others at the parade. |
| 6 | FSA- 3rd Grade | 1 | 114 | Parents learn about the FSA test and expectations. |
| 7 | Family Science Night | 1 | 205 | Provide parents and students the opportunity to be involved in and explore the wonders of different science activities. |
| 8 | Family Reading and Math Night | 1 | 90 | Teachers will communicate standards and testing expectations and strategies to help their children academically. |
| 9 | Math and Reading Nights | 1 | 77 | Teachers will communicate standards and testing expectations and strategies to help their children Academically. |
| 10 | Black History Celebration | 1 | 108 | Provide information to parents on how parents can help their children to establish a string academic foundation in kindergarten; through research based strategies and tips, provide parents the opportunity to be involved in the child’s academic setting. |
| 11 | Kindergarten Orientation | 1 | 153 | Provide information to parents on how parents can help their children through research based strategies and tips/provide parents the opportunity to be involved in child's academic setting |

**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)].

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| **count** | **Content and Type of Activity** | **Number of Activities** | **Number of Participants** | **Anticipated Impact on Student Achievement** |
| 1 | Train-the-Trainer Workshop | 1 | 20 | Improve the ability of staff to work effectively with parents. |
| 2 | Staff Professional Development (e.g., Value of Volunteers, Teacher/Parent Partnership, Brief modules of the benefits of Parent Involvement)Parent communication training  | 1 | 58 | Improve the ability of staff to work effectively with parents. |
| 3 | Parent Involvement Newsletter – Parent Involvement research articles to faculty and staff | 1 | 58 | Provide information to parents on expectations and how parents can help their children. |
| 4 | Parent Involvement Specialist as Resources training for teachers on Student Led Conferences | 0 | 0 | Improve the ability of staff to work effectively with parents |

**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)].

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| **count** | **Barrier (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| 1 | Parents who are economically disadvantaged, stated as a barrier the scheduling and lack of time to volunteer, attend meetings, or joining parent committees in the school. | 1. Be flexible in our scheduling so we can provide morning and evening meetings to allow parents the opportunity to attend. 2. Provide on our school website postings of PTO and SAC minutes for parents.3. Parent Involvement information will be provided in the monthly school newsletter. |
| 2 | Parents who are economically disadvantaged, identified as a barrier that child care is not provided at meetings. | Provide childcare during meetings utilizing teachers or PTO/SAC members as volunteers. |
| 3 | Parent with limited English proficiency exhibited difficulties understanding speakers at meetings. |  Provide printed materials in a bilingual format (i.e., English/Spanish or Haitian Creole) during meetings and provide interpreters at meetings. |

**Best Practices (Optional)**

Describe the parental involvement activity/strategy the school implemented during the previous schoool 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** |