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 parent and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of 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**

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| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | Lockhart Elementary School will lead our students to success with the support and involvement of families and the community.  We are committed to working jointly with parents and family to develop a plan for activities and workshops that support high quality instruction needed for all learners to be successful. We will host multiple curriculum nights aligned tograde level standards to model instructional strategies for home and school.  We will promote high standards for student work, ensuring that parents have a clear idea of what their children are learning and doing in class. We will provide parents and school staff the means to attend district face to face Parent Academies and we will offer parent engagement workshops. |

**Involvement of Parents**

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| **2. Does the plan include:**  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]? | Parents will be notified of school meetings and events via monthly grade level newsletters and weekly School messenger phone messages from the principal. Additionally we will keep a Facebook page and the school website updated with pertinent information. All parents will be invited to monthly SAC and PTA meetings, where Title 1 programs will be planned and reviewed. Informational materials and flyers from past meetings will be available to parents in the front office. A parental involvement compact will be reviewed with parents by teachers during parent-teacher conferences twice a year and a copy will also be sent home to all parents for easy reference. We will host a Title 1 Annual meeting to discuss Title 1 programs and funding with parents. Additional support for parents during parental involvement activities include free childcare, alternative days and times for meetings. Our new parent liaison will be able to help us continue to build strong relationships with our parents as partners in the educational process. |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | Parents attending PLC meetings will be informed of programs and activities to help them work with their children at home. At Individual Educational Plan (IEP) meetings, parents will be encouraged by the IEP committee to participate in Title I activities and will be informed of programs and activities that provide additional academic support. Parents will also be will be notified of opportunities for free tutoring services provided by the school outside of the regular school day. Students will be tutored in the areas of math, reading and science. Below you will find the delineated program and coordination for each school-based program. |
| **Program** | **Coordination** |
| IDEA | At Individual Educational Plan (IEP) meetings, parents will be encouraged by the IEP committee to participate in Title I activities and will be informed of programs and activities that provide additional academic support. |
| Title II | The school will continue to work on informing parents of 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**

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| **4. Does the plan include:**  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?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting? | Lockhart 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:   * Annual Yearly Progress (AYP) via PowerPoint Presentation and handouts * School Choice via district handouts and policies * The rights of parents via brochure and other resources   Parents and families are informed of the nature of the Title I program by the following statement:  Title I schools receive services from the largest federal aid to education program in 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 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.  For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at <http://www.fldoe.org/bsa/title1/title_compile.asp> and our district’s Title I website <https://www.ocps.net/departments/title_i>.  Below are the specific steps that Lockhart Elementary will take to conduct the Title I Annual Meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Create presentation to cover key topics: funding, FRL, staff development, parental involvement events | Ella Shanks  Principal | September 2018 | PowerPoint presentation & handouts for parents |
| Create flyer/parent invitation to meeting | Stephanie Pierce  Parent Liaison | August 2018 | Flyer & screenshots of Social media posts |
| Send School Messenger message inviting parents to meeting | Ella Shanks  Principal | September 2018 | Script for the message and the report from School Messenger |
| Conduct Title I annual meeting | Ella Shanks  Principal | September 2018 | Parent sign in sheets |
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**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | Parent activities and meetings (to include building capacity, curriculum nights, book fairs, conferences, SAC meetings, PTA meetings, performances award assemblies, Field Day, Career day) will be offered during the school day as well as after school/in the evenings. Staff will provide child care for after school and evening meetings. Translators will be provided upon request when feasible, and parent information flyers will be provided in English as well as Spanish, Creole, and Vietnamese when available.  Transportation will be provided for OCPS Parent Academies with a minimum of at least ten attendees or more per school. |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family involvement?  How will the school implement activities that will build relationships with the community to improve student achievement?  How the school will provide material and training to assist parents/families to work with their child (ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | Lockhart 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 the implementation of activities during and after school that community members and organizations can volunteer to support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.  Our Parent Engagement Liaison (PEL), Stephanie Pierce, will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.  Below are the specific steps that Lockhart Elementary will take to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Meet the Teacher | Principal | This will be the initial meeting of parents and teachers. Student achievement is positively correlated to the level of parent involvement and the relationships between home and school. | August 2018 | Sign in sheets showing the number of families we were able to connect with. |
| Open House | Principal & Teachers | This will give parents an opportunity to learn about the expectations for the school year. Understanding the expectations will set the parent and the child up for success. | September 2018 | Sign in sheets to show the number of parents who were present and copies of handouts provided to parents |
| Title I Annual Meeting | Principal, Title I Liaison | This meeting will aim to help parents understand their rights and responsibilities as parents at a Title I school. We will share vital information about our school and some of the resources that are available through our school to support parents and families. | September 2018 | Sign in sheets and feedback forms from parents in attendance. |
| Curriculum Workshops | Title I Liaison & Curriculum Committees | Hands-on workshops will be offered at various times to accommodate parents’ schedules. Parents will be taught about the standards that children are learning in school and fun ways to support this learning at home. When parents understand how to help at home, there is an increase in student achievement. | September 2018-May 2019 | Sign in sheets and feedback from parents in attendance |
| Parent and Teacher Nights | Classroom Teachers | Parents and teachers will come together to analyze each child’s current level of performance. Growth goals will be collaboratively set by teacher and parents. Regular monitoring and goal setting will cause an increase in student achievement. | October 2018 (End of 1st quin) and March 2019 (End of 3rd quin) | Sign in sheets showing parental participation and a positive change in student achievement from 1st-3rd quin |
| Honor Roll Celebrations/Awards Assemblies | Principal | Parents and community members will be invited to help us celebrate students and their academic achievements each quin. Celebrating success helps to develop a culture that breeds additional academic success. | One time at the end of each quin | Samples of the awards distributed and sign in sheets to show the number of people who come to help us celebrate. |
| SAC Meetings | Principal & SAC Chairperson | Parents will be given an opportunity to regularly review school data as it relates to our school improvement plan. Adjustments will be made as we monitor progress toward these school-wide goals. | Once a month, August 2018-May 2019 | Notes from the meetings showing data that was reviewed and actions taken as a result of this data |
| Parent and Community volunteers | School Clerk and Title I Liaison | Parents and community members will be invited to come to campus to support instruction in multiple ways. Involving parents in the daily process causes positive increases in student achievement. | August 2018-May 2019 | Documentation of volunteer hours |

**Staff Development**

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| **7. Does the plan include:**  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 programs, and in building ties between parents/families and the school [ESEA Section 1116]? | Lockhart Elementary strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement. Model approaches will be used building a constructive school culture that will encourage innovation increasing the skills of school staff.  Below are the specific activities and tasks that Lockhart Elementary will implement to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| District Title I Parent Involvement Meetings | Title I Parent Liaison & Instructional Coach | Information provided will be shared with staff and utilized to improve parental involvement. | Ongoing | Materials provided to the staff |
| The Importance of Parental Involvement Module 1, provided by OCPS | Title I Parent Liaison & Instructional Coach | Student achievement is positively correlated to the level of parental involvement | August 2018-May 2019 | Teacher reflection logs |
| Building Ties Between Home and School Module 2, provided by OCPS | Title I Parent Liaison & Instructional Coach | Student achievement is positively correlated to the level of parental involvement | August 2018-May 2019 | Teacher reflection logs |
| Implementation and Coordination of Parental Involvement Programs Module 3, provided by OCPS | Title I Parent Liaison & Instructional Coach | Student achievement is positively correlated to the level of parental involvement | August 2018-May 2019 | Teacher reflection logs |
| Communicating and Working with Parents Module 4, provided by OCPS | Title I Parent Liaison & Instructional Coach | Student achievement is positively correlated to the level of parental involvement | August 2018-May 2019 | Teacher reflection logs |

**Other Activities**

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| **8. Does the plan include:**  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]? | Parents will be encouraged in multiple ways to become active participants in their child’s education. A parental involvement compact will be reviewed with parents by teachers during parent-teacher conferences and sent home to all parents. Parents will have access to an online gradebook system, Progressbook, where they can check grades and assignments. All students will be provided planners, which teachers will use to engage parents daily regarding homework, important notices, and student conduct. Teachers will invite parents to join Classroom DoJo. This online system will make ongoing communication between parents and teachers easier and timelier. Additionally, our Title I parent liaison will create a parent resource center on campus. This room on campus will allow parents a welcoming place to come and talk to the liaison as well as check out resources on parenting and working with children. The school social worker will be available several days a week as an additional resource for families in need of wrap-around services. Our school maintains a love pantry for families needing food and a uniform closet for children needing free school uniforms. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Parent Academy | Stephanie Pierce | Saturday, September 15, 2018  Saturday, November 3, 2018  Saturday, January 12, 2019  Saturday, March 5, 2019  Saturday, May 4, 2019 | Pictures, Parent Registration, Flyers |
| New Parent Orientation | Stephanie Pierce | Ongoing | Sign-in sheets |
| Media Center | Chelsea Hale | Ongoing | Sign-in sheets |
| PLC Title III | Stephanie Pierce | Ongoing | Sign-In Sheets; Parents attending PLC meetings will be informed of programs and activities to help them work with their children at home. As a result, we will see an increase in student achievement in school. |
| Title I ATS | Tabitha Brown  Stephanie Pierce | October 2018-April 2019 | Sign-In sheets; Parents will be will be notified of opportunities for free tutoring services provided by the school outside of the regular school day. Students will be tutored in the areas of math, reading and science. |

**Communication**

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| **9. Does the plan include:**  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 formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | Timely information about Title I programs is provided via monthly grade level newsletters, weekly School messenger phone calls, the school Facebook page, and printed flyers provided in multiple languages when available. Title 1 programs are discussed monthly at SAC meetings, and an annual Title 1 Orientation meeting for parents is held.  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 are provided at Title I Annual Meeting, Open House, Parent Teacher Conference night, and regular parent teacher conferences and communication. Parents have online access to student grades (Progressbook) and the online system the school uses for intervention, enrichment and practice (iReady). Parents will be made aware at Open House and by flyers sent home that all curriculum materials are accessible online at home at launch.ocps.net. For struggling students participating in the MTSS process, formal meetings will be held with parents to discuss assessment, proficiency levels and additional support.  Multilingual Parent Leadership Council meetings are held four times per year. At these meetings, assessment (CELLA, IPT) results and proficiency levels as well as their implications for ESOL placement, exit, or extension of instruction are reviewed and explained. Parents are provided ideas for working with their children at home.  Parents are always encouraged to contact classroom teachers by phone, planner, and/or email to schedule meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. Parents of students with Individual Education Plans, 504 Individual Accommodation Plans, and ESOL students with Academic Needs Improvement plans are invited and encouraged to participate in meetings held in person or by phone to create these plans to make decisions related to the education of their children.  At the end of each year, parents are asked during the final SAC meeting to give feedback on our current school compacts and the parent involvement plan so that adjustments can be made prior to the next school year. Parent and student feedback is also solicited through the AdvancED survey. Results from this survey are used to construct the school improvement plan that will be used to drive the work of the next school year. |

**Accessibility**

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| **10. Does the plan include:**  A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?  A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | The school will communicate with parents by planners (daily), School Messenger phone calls (weekly), grade level newsletters (monthly), and flyers to advertise all school events. A Facebook page will be kept up to date with school information as well. Multilingual Parent Leadership Council meetings are held four times per year to foster a closer home-school connection with second language parents. Translation for any meeting is provided when requested/available. All correspondence provided by OCPS, i.e., Progress Monitoring Parent Consultation Notices, Substantial Reading Deficiency Notices, etc., is available in five languages. The new school building is handicap accessible. |

**Discretionary Activities**

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| **11. Does the plan include:**  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.) |  | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; | Literacy Coach and Principal | Student achievement is positively correlated to level of parental involvement. | Ongoing | The school will offer multiple events for parents to learn more about literacy development in children. Resources will be offered to parents so that they can continue to support the child at home in fun and engaging ways. |
| Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section  1118(e)(8)]; | Principal | Student achievement is positively correlated to level of parental involvement. | Ongoing | Staff will provide, at no cost to the  parent, child care  for parents who  attend after school  and evening school  related meetings  and training  sessions. The  school may also  offer snacks and  hands-on materials  so that families can completely  participate in the  family involvement  activities. |
| Maximizing parental involvement and participation in  their children's  education by  arranging school meetings at a  variety of times, or conducting in-  home conferences between teachers or other educators, who work directly with participating children, with  parents who are unable to attend  those conferences at school [Section 1118(e)(10)1; | Instructional Staff | Student achievement is positively correlated to level of parental involvement. | Ongoing | Meetings will be held during school hours, after school, in the evenings,  and by phone. |
| Adopting and implementing model approaches to improving  parental  involvement  [Section  1118(e)(11)l; | PEL | Student achievement is  positively correlated to level of parental involvement. | Ongoing | Participate in the Title I online Module trainings, staff will learn ways to improve parental involvement  approaches. |
| Developing  appropriate roles for community-  based  organizations and businesses,  including faith-  based  organizations, in parental  involvement  activities [Section 1118(e)(13)l. | Principal and PEL | Student achievement is  positively correlated to level of parental involvement. | Ongoing | The school will solicit and nurture community  partnerships.  Community  partners will be  invited to assist the school with  resources such as uniforms and  school supplies as well as attend  parent events. |

**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents 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]? | Lockhart 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:   * Transportation * Language * Education * Economically disadvantaged   Below are the specific steps that Lockhart Elementary will take to address barriers that existed in the previous year. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Ongoing, clear communication with all parents | | We will provide weekly phone messages, maintain a presence on social media and utilize Classroom DoJo. These methods will allow parents multiple ways to receive information in a timely manner. |
| Our LEP families may have difficulty understanding information being communicated in English. | | We will provide an interpreter when requested for meetings. |
| Lower attendance rates at curriculum events that were held at night. | | Our new parent liaison will be able to offer parent involvement activities during flexible hours in order to better accommodate parent schedules. |
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**School-Parent Compact**

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| **13. Does the plan include:**  As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.** |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

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This policy/plan was adopted by the school on and will be in effect for the period of .

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

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if appli2017cable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities
* Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form