**South Ocala Elementary School Title I, Part A Parent and Family Engagement Plan**

**Mission Statement**

The South Ocala Elementary family is committed to working together with teachers, staff, parents, and community members to instill in students a lifelong love for learning. Together, we will ensure a nurturing environment and create a challenging and individualized curriculum tailored to every student’s unique needs.

Describe how the parent and family engagement plan is a shared responsibility.

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| Family engagement is a family-centered, strength-based approach used to establish and maintain relationships with families and accomplish change together. This includes setting goals, developing case plans, making joint decisions, and working with families to ensure their children's safety, education, and well-being.  |

Describe how the parent and family engagement will assist in providing high quality instruction for all learners.

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| All stakeholders are vital and necessary contributors to the work at South Ocala Elementary School. The purpose of facilitating shared responsibility is to plan strategies and action steps to increase student achievement and sustain a positive school experience for all students.  |

**Engagement of Parents**

Describe how the school will engage 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.

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| Our school will involve parents through the School Advisory Council (SAC), the Parent Teacher Organization (PTO), Parent-Teacher Conferences, special events, and the use of parent surveys. All parents are encouraged to become actively involved/engaged as partners at the school. Information about this partnership and ways to stay engaged is routinely communicated to the community via newsletters, Skylert phone messages, ClassDojo, the school’s website, and parent surveys. Families are invited to participate in a variety of events throughout the year through strategic and intentional marketing. |

**Coordination and Integration with Other Federal Programs**

Describe (*in the table below*) how the school will coordinate with other federal programs and integrate parent and family engagement activities that teach parents how to help their child(ren) at home.

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| Title I Part A | The school receives Title I funds based on the socioeconomic status of its student population. 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, Parent Involvement Trainings and Workshops will be coordinated with Title I, Part A.   |
| Title I Part C (Migrant) | N/A |
| Title I Part D (Neglected & Delinquent) | N/A |
| Title II  | School staff and faculty members participate in district professional development opportunities.   |
| Title III - ESOL | Students identified for ESOL services receive appropriate support for academic, social, and emotional adjustment for equal access to a successful school experience. An ESOL paraprofessional is provided as an additional resource for English Language Learners.  |
| Title IV Part A |  |
| Title IV Part B (21st CCLC) | 21st CCLC after school Monday-Thursday to extend academic, physical, and social-emotional development opportunities.  |
| Title IX Part C - Homeless | [Enter text here or N/A] |
| Home Instruction for Parents of Preschool Youngsters (HIPPY) | Home Instruction for Parents of Preschool Youngsters (HIPPY) is a parent involvement and school readiness program. HIPPY offers free home-based early childhood education for 3, 4, and 5-year-old children working with their parents as their first teacher. The parent is provided developmentally appropriate materials, curriculum, and books designed to strengthen children's cognitive, early literacy, social/emotional, and physical development. HIPPY information is distributed to families at family engagement events.  |
| Individuals with Disabilities Education Act (IDEA) | The school coordinates with ESE, Guidance & Testing, and Student Services to ensure equity for all learners. The MTSS process facilitated by the school ensures data-based decision making for adequate progress toward achieve social, emotional, social, emotional, and academic goals,  |
| Voluntary Pre-Kindergarten Program | Title I coordinates with the Early Learning Coalition and the school in order to provide families helpful information and steps for enrolling children in Florida's Voluntary Pre-Kindergarten program. VPK classrooms are established throughout the district based upon community needs. South Ocala Elementary has 2 blended VPK classes and 2 ESE PreK classes.    |

**Annual Parent Meeting**

Provide 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.

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| 1. Set a date. September 06, 2018 5:15pm
2. Advertise the event via several media outlets (Skylert, newsletter, ClassDojo, school’s website).
3. Prepare the Title I information to share with an agenda and power point. The Annual Parent Meeting is held at the school with the required documentation collected and stored for compliance.
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Provide a description of the nature of the Title I program that is shared with parents (school wide or targeted assistance).

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| Title I provides federal funding to support equitable academic supports and learning opportunities for students. The school’s Title I funds will be used to:* Improve the entire educational program at the school
* Provide additional assistance to all students who experience difficulties in meeting the State’s performance targets
* Increase academic achievement
* Provide professional development for teachers
* Provide adequate educational technology for improved engagement and learning
* Promote parent education and engagement
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Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

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| The Annual Parent Meeting power point will include the progress the school is making toward yearly academic goals. A comprehensive site plan with an analysis of the data affecting student achievement will be shared with families. The following parent’s rights will be shared during the meeting:* Ask for meetings and trainings
* Review the results of annual parent/family engagement effectiveness survey
* Review the school’s achievement data
* Review the Parent Family Engagement plan in the School Improvement Plan
* Review and modify the Title I Parent Family Engagement Policy and Home/School Compact
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**Flexible Parent Meetings**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening.

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| Throughout the school year, South Ocala Elementary teachers and administration will ensure that trainings, conferences, and meetings are offered at flexible times for parents and families. Examples of flexible meetings and trainings at South Ocala Elementary will include:* Parent Conferences before, during, and after school
* Social workers to do home visits if parents are unable to attend a conference
* Parent trainings and workshops implemented in the evening to accommodate working parents
* The Annual Title I Parent Meeting and School Volunteer Orientations will be held in the morning and evening to accommodate the various needs of our parents
* The SAC committee will put to vote an appropriate and convenient meeting time for monthly meetings
* Parent nights held on alternating nights to ensure that parents have the ability to attend
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Describe how will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement.

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| The school’s Title I funds are used to provide childcare for family engagement opportunities. |

**Building Capacity**

Describe how the school will implement activities that will build the capacity for meaningful parent/family engagement.

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| The following activities will build the capacity for meaningful parent/family engagement:* Winter Learning and STEAM Showcase- 12/6/18: Parents will receive information and resources pertaining to preventing holiday break slide as well as a packet of resources in both math and reading to continue student learning over the upcoming district breaks.
* Literacy with Love- 02/7/19: Families will participate in literacy activities to support reading and writing across subjects.
* Home School Connection Letter: The school newsletter will be printed and sent home monthly. It will include strategies for parents to use in the areas of literacy, math, and science.
* PTO/SAC Meetings: 9/18/18, 11/13/18, 1/15/19, 2/19/19, 4/16/19
* Muffins with Moms, Donuts with Dads, Granola with Grandparents
* STAR Literacy Volunteer Program
* Homeroom Parent/Guardian Volunteer opportunities
* Strong Fathers, Strong Families
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Describe how the school will implement activities that will build relationships with the community to improve student achievement.

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| The following activities will build relationships with the community to improve student achievement:* Fall Festival- 10/26/18: Celebration of school, community, and partnerships.
* Thanksgiving at SOE- 11/13/18: Families will eat with their student in celebration of Thanksgiving.
* Junior Achievement for Fifth Grade Students- Invites community volunteers to bring life skills into the classroom.
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Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

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| The following activities will provide materials and trainings to assist parents/families to work with their child(ren):* Winter Learning and STEAM Showcase- 12/6/18: Parents will receive information and resources pertaining to preventing holiday break slide as well as a packet of resources in both math and reading to continue student learning over the upcoming district breaks.
* Literacy with Love- 02/7/19: Families will participate in literacy activities to support reading and writing across subjects.
* Summer Jam- 05/7/19: Families will attend “Prevent the Summer Slide” where they will receive information, program details, and resources to continue learning during the summer months.
* Title I Parent Resource Center Mobile Unit- Ongoing: The Mobile Unit will visit SOE 4 times a year to provide families resource to support academics.
* Home School Connection Newsletter- Monthly: The school newsletter will be printed and sent home monthly. It will include strategies for parents to use in the areas of literacy, math, and science.
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Describe how the school will provide other reasonable support for parent/family engagement activities.

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| * At the beginning of the school year, every parent will receive a Parent- School Compact that will outline expectations for parents, teachers, and administrators for the school year. Teachers will use and reference the compact throughout the year during parent conferences and other parent events.
* South Ocala Elementary will recruit additional SAC and PTO members to increase parent involvement and participation on campus. These members will support the academic needs of the families by providing trainings during SAC and PTO meetings.
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**Staff Development**

Provide 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.

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| South Ocala Elementary will provide the following professional development for teachers, instructional support personnel, and other school leaders and staff: STAR Literacy through volunteers, Shared-book experiences |

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and other staff with the assistance of parents/families, in how to reach out to, communicate with, and work with parents/families as equal partners.

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| South Ocala Elementary will provide the following professional development for teachers, instructional support personnel, and other school leaders and staff: Positive Communication; DoJo; Teacher Webpages |

Provide a description of the professional development activities the school will provide to educate teachers, specialized instructional support personnel, other school leaders and other staff with the assistance of parents/families, in implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

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| South Ocala Elementary will provide the following professional development for teachers, instructional support personnel, and other school leaders and staff: Multi-Tiered System of Supports (Tier Talks)  |

**Other Activities**

Describe other activities (ex: 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).

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| * At the beginning of the school year, every parent/guardian will receive a *Parent-School Compact*, which is jointly created to communicate expectations for parents, teachers, students, and administrators to support students throughout the school year. Teachers will use and reference the compact throughout the year during conferences with the parents when discussing the student's progress.
* The Title I Resource Mobile Unit will visit South Ocala Elementary four times a year. Notifications of the event will be provided to families in the school newsletter, flyers, Skylert phone messages, school website, and displayed on school marquee. Throughout the school year, teachers will encourage parents to visit the District Title I Parent Resource Center at Howard Academy. Families will be notified through flyers or posters displayed in front office.
* Teachers will have the opportunity to utilize the Teacher Check Out program offered through the District Title I Parent Resource Center.
* Home School Connection newsletters will be sent home with every student each month. This newsletter offers helpful strategies for parents to use in the areas of literacy, math, and science.
* South Ocala Elementary will recruit SAC and PTO members throughout the school year to increase stakeholder engagement.
* The Fall Festival, Movie Nights, Thanksgiving Meal, etc. are held to strengthening partnership with school.
* Junior Achievement is provided for 5th grade students and is sponsored by community volunteers.
* Volunteer Orientation & Appreciation-At the beginning of the school year, South Ocala Elementary staff will train all school volunteers who complete all the volunteer paperwork. At the end of the year, a lunch is provided to recognize all school volunteers for their service throughout the school year.
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**Communication**

Describe how the school will provide timely information about the Title I programs.

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| * South Ocala Elementary will share timely information about Title I programs, meetings, assessments, and family engagement events through the use of social media and other marketing methods, such as school and classroom newsletters, special event flyers, DoJo, Skylert phone messages, the school’s website, and the school’s marquee.
* Spanish Translators and translated documents will be available for Spanish speaking parents.
* School personnel will contact parents and guardians through school email accounts, notes home, or phone calls. Social Work Services will assist school personnel in contacting parent when applicable.
* All school information will be disseminated to South Ocala families through school monthly school newsletters, classroom newsletters, flyers, Skylert school website, and the school marquee. The parent involvement plan will be posted on the South Ocala Elementary website as well as the state's website.
* Each family receives an enrollment information packet, which explains all district and school expectations, policies, and procedures. Bi-monthly, the South Ocala Elementary administration team will send home a school wide newsletter in order to provide curriculum information and outline all upcoming family events.
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Describe 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.

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| South Ocala Elementary will measure student progress through the use of the following assessments:* Classroom quizzes/tests
* iReady Diagnostics/Growth Monitoring tests
* District QSMAs, CSMAs, and DBQs
* Florida Standards Assessments (Math and Reading)
* Florida Comprehensive Achievement Test (Science)
* Student Portfolios
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Describe 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).

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| * Parents/families are invited to attend PTO/SAC meetings throughout the school year.
* Parents are encouraged to stay in contact with their child/children’s teachers throughout the use of several media outlets such as Dojo, e-mail, and phone.
* Every class at South Ocala Elementary has a room parent, who is assigned to help teachers throughout the school year.
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Describe how the school will submit parent/families comments if the school wide plan is not satisfactory to them.

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| The school has provided space on the compact for parent/family feedback. Resulting data is shared at SAC meetings for review and action planning. School administrator makes contact to discuss and clarify the feedback.  |

**Accessibility**

Provide a description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families.

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| Our school facility is ADA accessible. Parents with disabilities are regularly invited to all parent involvement activities and school activities. If support is needed to accommodate a disability, appropriate arrangements will be made by the school. Sign Language and Spanish Interpreters will be available for parents with hearing impairments upon formal request or informally through our bilingual staff members. The campus is equipped with three video conferencing phones to be used to contact and communicate with parents with hearing impairments.  |

Provide 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.

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| Sign Language and Spanish Interpreters will be available for parents with hearing impairments upon formal request or informally through our b-lingual staff members. The campus is equipped with three video conferencing phones to be used to contact and communicate with parents with hearing impairments.  |

**Discretionary Activities** *(Optional)*

Describe any activities that are not required, but paid for through Title I, Part A funding (for example, home visits, transportation for meetings, activities related to parent/family engagement, etc.).

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| NA |

**Barriers**

Describe the barriers that hindered participation by parents during the previous school year.

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| Barriers that hindered participation by parents during the previous school year included the following:* Limited transportation
* Conflicting work schedules
* Limited English proficiency
* Cultural/socioeconomic differences
* Minimal access to phones/computers
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Provide 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).

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| The school communicates in the primary language spoken in the home and does so with heavy marketing of all events through a variety of media outlets (Skylert, DoJo, Flyers, Twitter, marquis, etc.). The school is the hub elementary for Deaf Hard of Hearing (DHH) students; therefore, we utilize interpreters to communicate with families who need this service. The ESOL paraprofessional routinely makes phones calls and translates parent-teacher conferences. Where needed, the school uses the USPS to communicate with families unreachable by phone. On occasion, the school’s social worker will make a home visit to share important information with families.  |