**COLLEGE PARK ELEMENTARY SCHOOL Title I, Part A Parent and Family Engagement Plan**

**Mission Statement** *(Optional)*

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

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| The parent and family engagement plan is a shared responsibility in that after seeking input from parents as to how they would like to be engaged in their child’s education, we develop a plan for engagement; parents participate and then again offer feedback on how it impacts their child learning. Parents contribute to this process in shared responsibility with teachers, business partners, and community members in participation with the School Advisory Council. |

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

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| This increased understanding and communication will help teachers when planning and implementing high quality, engaging instruction that is relatable and complementary to the school/community culture. |

**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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| All parents will be invited to become members of our School Advisory Council which meets four times per year for the purposes of planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used. |

**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 | Our school receives Title I funds based on free and reduced lunch counts. Title I Part A funds are used to provide supplemental instructional materials, equipment, and/or personnel to help students meet the rigorous state standard expectations. Staff development as well as Parental Engagement Trainings and Workshops will be coordinated with Title I, Part A. |
| Title I Part C (Migrant) | The administration will contact the Migrant Department of Grants & Federal Programs office. This office will provide academic support to the students and help families with resources they may need. |
| Title I Part D (Neglected & Delinquent) | NA |
| Title II  | Staff and faculty members participate in district professional development opportunities. |
| Title III - ESOL | The administration will coordinate with Grants & Federal Programs, ESOL Department to identify students. ESOL paraprofessionals are placed in our school to provide students with the appropriate academic support that they need to progress in learning a second language. |
| Title IV Part A | NA |
| Title IV Part B (21st CCLC) | NA |
| Title IX Part C - Homeless | The administration will coordinate with our District Homeless Liaison who will provide the students and families the resources and support they need. |
| 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 three, four, and five-year-old children working with their parent(s) as their first teacher. The parent is provided with a set of developmentally appropriate materials, curriculum, and books designed to strengthen their children's cognitive skills, early literacy skills, social/emotional and physical development. Representatives from this program will hand out flyers at Open House and parent events. Interested families in our school may contact Grants & Federal Programs. |
| Individuals with Disabilities Education Act (IDEA) | Our school coordinates with the ESE, Student Services Department of MCPS. Supplemental instructional support is shared with parents as they are invited and attend their child's IEP meetings. Teachers and staff will follow the MTSS policies and processes. |
| Voluntary Pre-Kindergarten Program | Title I coordinates with the Early Learning Coalition, and schools in order to provide parents and caregivers helpful information and steps for enrolling their children in Florida’s Voluntary Pre-Kindergarten programs. VPK and (ESE)VPK classrooms are established in schools based on school and community needs.  |

**Annual Parent Meeting** *(Stand Alone)*

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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| Parents will be notified of the Annual Meeting through advertisement on the school website and marquee as well as through social media, electronic brochure distribution in Skyward Family Access, and automated telephone calls prior to the meeting. Our annual meeting will also be conducted before Open House, at 5:00 pm, September 13, 2018, which will increase attendance compared to when meetings are held outside of school events. |

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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| College Park Elementaryoperates a school wide Title I, Part A program, which is the largest federally funded grant program for grades K-12. It is designed to provide all children that attend low-income schools significant opportunities to receive a fair, equitable, and high-quality education. Title I funds are being used to: to hire highly qualified teachers and/or para-professionals,  to provide additional learning time through before/after school programs to purchase extra resources such as equipment, computers, and supplemental learning materials,  to provide additional training for our school’s staff, and  to implement innovative family engagement opportunities. |

Provide a description of how the meeting will cover yearly progress, school choice, and the rights of parents.

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| Parents attending the Annual Meeting will receive specific information about school choice and the rights of parents, a summary description of our students’ achievement results and our goal to improve in the areas of ELA, math, and science. Parents will also learn how to access their individual child’s yearly progress toward learning goals in ELA and math. Parents not attending will receive the information in a flyer sent home after the meeting is complete. |

**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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| * Parent Training and Family Engagement Workshops are presented in the evening. Refreshments or a light meal is provided at each of these trainings/workshops. This allows busy parents to participate without missing work or having to prepare a meal for the family before coming to a school event. Childcare is also available for those who are in need of this service.
* SAC meetings are scheduled at a time convenient to the SAC members. This will be voted on during the first SAC meeting in September.
* Student award ceremonies are presented during the school day at a variety of times on a quarterly basis.
* The Media Center is open before and after school hours for parents to participate in the book fair and use the school computers, when needed.
* Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as for teachers.
* Meetings related to IEP's and 504 plans are scheduled during the day at a time convenient for the parents.
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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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| Childcare will not be provided at the Title I events, but parents may bring their children to them when appropriate and they will be scheduled with the intent that children may accompany their parent to the event. |

**Building Capacity**

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

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| Our 2017-2018 end of year parent survey reported through the interest pole along with written comments pertained to the need for better communication and requests for more materials for helping their children with reading and mathematics from home. To improve our capacity to increase parent engagement in these areas, we will begin with the following events and meetings:* We will invite fathers to come to school with their children through participation in a math learning activity, offered in both the morning and evening.
* We will involve other family members in literacy activities though Spooky Night in a side-by-side literacy activity helping parents to practice questioning their students as they read engaging text.
* We will involve the family in science, as well, through a family engagement night inspired by the “fathers” initiative and in conjunction with the Discovery Science Center.
* We will build the capacity of families unable to attend face-to-face meetings/events by providing a link to view a recorded video of the annual meeting, upon request.
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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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| * Our Business Partner and other community members will be invited to our School Advisory Council meetings as well as our parent engagement meetings to build relationships to improve student achievement.
* Volunteers from our business partners will come to participate in before/after school parent engagement events, offering assistance in directing parents to correct locations, reading with students that were not able to bring family members, and translating directions/questions (when appropriate).
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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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| * At each of the activities listed above, parents will receive materials, training and practice in working with their children using research based strategies designed to increase student achievement. At the Father’s Math Event, families will receive math games appropriate for their Kindergarten to 5th grade children, along with the cards/dice to play those games.
* At the science event, parents will receive information about the science skill specific to grade level standards, how to replicate the experiment at home and/or an explanation of the hands-on activity and the artifact they were able to take home from it.
* At the literacy event, parents will receive literacy activity ideas, information about Florida Standards for each grade level, and be provided the books at the school (which will stay in the classroom) to read side-by-side with at the event.
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Describe how the school will provide other reasonable support for parent/family engagement activities.

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| Teachers and Academic Coaches will be available for parent conferencing to further support families in best practices for working with their students at home. They also have Connected Classroom access with Cyber Coaching to assist developing educators’ confidence as they are implementing newly learned strategies for engaging families. They also have access to Teacher Talk, a forum for educators to receive resources and network with other educators. |

**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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| We will offer professional development to teachers to promote understanding of the importance of parent and family involvement. We will show a correlation between the increased parent and family involvement and positive trend student achievement. |

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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| We will train our teachers in the use of student-led conferencing to increase school-home communication and help increase parent engagement on a more personal level in their student’s education.  |

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 implementing and coordinating parent/family programs, and in building ties between parents/families and the school.

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| We will engage teachers in discussion and collaboration activities to build an understanding of the unique culture in our demographic and involve stakeholders (parents, families, and community members) in cross-cultural events to strengthen ties within our school community. |

**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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| Parent feedback will be collected to determine what parents are able to contribute toward a school-wide career day event. Parents and community members will be invited to help coordinate and present. |

**Communication**

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

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| Parents will be notified through a monthly newsletter, the school website, marquee and automated phone calls. The student handbook contains information about Title I programs and parent engagement. |

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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| This information will be woven into our presentations at the parent engagement events, student led conferencing, as well as in our school newsletter, and on our school website. The first line of contact will be through classroom communication from teacher to home in the form of newsletters and conferences. In addition, school-wide release of information will come through quarterly newsletter and presentation posted on our school website. |

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 are offered flexible conference times to meet with school personnel, upon request.  |

Describe how the school will submit parents/families comments if the school wide plan is not satisfactory to them.

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| They may attend SAC meetings to present feedback, ideas, and viewpoints. They may also schedule a conference with any of the administrators at the school to share feedback and present their point of view. |

**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 facility is ADA accessible. Parents with disabilities are regularly invited to all parental involvement events and family engagement workshops. If support is needed to accommodate a disability, appropriate arrangements will be made.
* Translators for those in need of assistance with Spanish and/or American Sign Language are available upon formal request, as well as informally, through our many bi-lingual staff members.
* Information packets containing relevant information specific to each event will be sent home to families upon parent request.
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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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| Most communication is offered in both Spanish and English to accommodate the primary language of our families, in easy to understand language without educational vocabulary that would not be understood by an non-educator. In addition, bilingual personnel and/or volunteers are in attendance at each event to assist. |

**Discretionary Activities** *(Optional)*

Describe 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.).

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| Title I funds pay for office supplies and materials to support the learning games materials offered by the school for the “Father’s” events and materials for parents to take home on literacy night pertaining to literacy learning games. |

**Barriers**

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

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| Parent’s work schedule and language. |

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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| * Parent meetings and activities will be offered at various times of day to accommodate parent work schedules whenever possible.
* Translators will be on hand to engage with families in their native language where possible. Written notifications will be translated in their language as much as possible.
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