**Emerald Shores Elementary SCHOOL Title I, Part A Parent and Family Engagement Plan**

**Mission Statement: *Emerald Shores Elementary will provide a safe, supportive learning environment with opportunities for EVERY STUDENT, EVERY DAY to develop the skills and knowledge necessary to become 21st Century lifelong learners.***

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

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| The families, students, and staff worked together to share ideas to develop the 2018-19 Parent and Family Engagement Plan. Teachers met with their subject area teams to design practical strategies for parents to use at home. Parents provided valuable feedback on their needs to help their students. Students have expressed how they will take ownership of their learning. A SAC work session is scheduled and held each year to review and revise the Parent and Family Engagement Plan based on our school’s academic goals and student’s needs.  Parents are welcome to provide feedback on the plan at any time during the school year. All feedback will be collected and reviewed during the annual revision meeting with families. |

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

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| Parental engagement with children’s learning, parents taking an interest in their children’s learning, talking to them about what they are learning, and showing that they as parents value schooling is what will assist in raising student achievement. |

**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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| The first Title I meeting (Sept. 18, 2018) of the year will be utilized to review school goals and how Title I funding will be used to support all students. During this meeting parents will be asked to join the SAC committee where further meetings will occur monthly to review the programs funded through Title I. SAC meetings occur on the 2nd Thursday of every month. We will also send out a parent survey in the months of Jan. and Feb. that all parents can participate in to provide feedback related to improving Title I programs and how best to utilize funding to support student improvement. |

**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 Parent and Family Engagement activities 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) | N/A |
| 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 | N/A |
| Title IV Part B (21st CCLC) | *Administration coordinates with Grants and Federal Programs, providing the 21st CCLC after-school and summer program for identified students through out the school year and during summer. The program offers family engagement opportunities once per month to communicate and educate parents and families about the goals of the program.* |
| 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 and can be contacted by interested families in our school.* |
| 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 | *The Early Learning Coalition and schools collaborate together 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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| The school will hold the annual Title I informational meeting during the 30 minutes prior to the Open House event scheduled on Sept. 18, 2018, from 5:00 – 5:30 pm in the school’s cafeteria. We will also add information directly from this Title I meeting to the October Newsletter that goes home with every student. The monthly newsletters will also be uploaded to the school’s web-site. |

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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| EMS operates 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. |

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

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| During the annual meeting parents will be informed of school-wide data from the previous year’s state-wide testing. A review of areas of growth as well as areas we had declines in will be shared. School literacy goals will be shared. Parents will be informed that they have the right to know the professional qualifications for the classroom teacher and/or paraprofessional who instructs their child. The Every Student Succeeds Act (ESSA) allows parents to ask to receive information about certification(s)/credential(s) and can they request this information at any time. |

**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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| Emerald Shore’s Elementary teachers and administration will ensure that workshops and meetings are offered at flexible times for parents and families.  Examples of flexible meetings and trainings at our school are:   * The school’s scheduled Open House, and the Annual Title 1 Meeting are held in the evening. This allows many of our working parents to participate. * Our Strong Father’s, Strong Families activities will be presented in the evenings to allow busy parents to attend without missing work. * SAC meeting times were scheduled with the SAC committee members. * 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. * Pre-Kindergarten classes present parent programs during the school day and also in the evenings. * Parent-Teacher conferences are scheduled at various times, convenient for parents and families as well as teachers. One parent conference is scheduled in the evening to communicate student needs and proficiency. |

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 be provided during SAC meetings as well as during the 3 Strong Fathers, Strong Families evening events. |

**Building Capacity**

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

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| Emerald Shores is implementing The Strong Father’s, Strong Families program during the 2018-19 school year. We will begin by promoting a "Bring Your Dad Day" Principal's Coffee on Oct. 3, 2018. During this event, the Principal will meet with families to encourage participation in all of the engagement activities scheduled for the year. After the short meeting, families will have the opportunity to shadow their child in his/her classroom for the following hour in order to learn about the classroom and build a relationship with the teacher. The other engagement activities include: 1. Parent Conference Night on Oct. 24, 2018; 2. Strong Fathers, Strong Families Reading Night on Nov. 29, 2018; 3. Strong Fathers, Strong Families Math Night on Jan. 16, 2019; and 4. Strong Fathers, Strong Families Science Night on March 4, 2019. |

Describe how the school will implement activities that will build relationships with the community to improve student achievement.

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| Activities that have been planned during the 2018-19 school year that invite community members to participate include: 1. Community Math Night at Publix on Aug. 30, 2018; 2. Safe Halloween on Oct. 26, 2018; 3. Dine to Donate Weekend at Pasta Faire during the weekend of Nov. 23-25, 2018; 4. Career Exploration Week during the week of Jan. 22-25, 2019; 5. Sweetheart Dance on Feb. 15, 2019; and 6. Volunteer Appreciation Luncheon on April 19, 2019. |

Describe how the school will provide materials and trainings to assist parents/families to work with their child(ren).

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| During each of the Strong Fathers, Strong Families events we will provide materials for at home, easy to implement, fun reading, math, and science activities. |

Describe how the school will provide other reasonable support for parent/family engagement activities.

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| During the parent conferencing event scheduled in Oct., teachers will differentiate support based on individual student needs. The school will also have the **Parent Resource Center on Wheels** visit our school campus quarterly throughout the school year. Parents will be notified of this visit in a timely manner by announcements and skylerts that are sent home and through school advertisement. Families are given the opportunities to test out and apply new skills receiving feedback and coaching. |

**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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| Teachers will engage in professional development for: Effective Parent Communication; Positive Parent Conferencing; and information related to the Strong Fathers, Strong Families program. |

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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| Teachers will engage in professional development for: Effective Parent Communication; Positive Parent Conferencing; and information related to the Strong Fathers, Strong Families program. |

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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| Teachers will engage in professional development for: Effective Parent Communication; Positive Parent Conferencing; and information related to the Strong Fathers, Strong Families program. |

**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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| The school will communicate and encourage parents to visit the district **Title I Parent Resource Center** located on the Howard Academy Community Center campus in Room 006. Parents and family members may check out academic resources to help practice a variety of skills in their homes. Teachers may utilize the Teacher Check-Out Program to send home academic materials with students for practice. Monthly Home School Connection Newsletters will be sent home with the school newsletter to offer additional educational activities and tips to help reinforce academic skills. |

**Communication**

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

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| Emerald Shores provides parents with a weekly Panther Press Skylert message that goes home every Sunday evening with news and information about upcoming events for the week as well as any other pertinent information for parents. A newsletter is also created and sent home monthly describing programs and progress, ideas for support in reading, math, science, and social development. All Panther Press messages and monthly newsletters are also translated into Spanish for our Spanish speaking families. |

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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| Communication related to standards, curriculum, teacher planning, assessment, and progress monitoring will be communicated in a variety of ways including but not limited to: The Annual Parent Open House event; Parent conferences via face to face, phone, or even facetime; Panther Press messages; Newsletters; Problem Solving Team (PST) meetings; Individual Education Planning meetings; and Parent trainings. |

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 can and are encouraged to participate in decision making through parent conferences that can be requested during teacher planning time, as well as during Problem Solving (PST) and Individual Education Planning (IEP meetings. |

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

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| Each year parents have the opportunity to answer questions in a survey that is can be on-line as well as in paper format that relates to the Parent and Family Engagement Plan. There is also a yearly work session held where parents are invited to provide feedback related the Parent/Teacher Compact, the Parent & Family Engagement Plan, and the School Improvement Plan. This meeting for the 2018-19 school year is scheduled on April 17. 2019 |

**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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| 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. Phone calls using the SkyLert system will be provided in English and Spanish, by the principal and ESOL paraprofessionals.  Our facility is ADA accessible. Parents with disabilities are regularly invited to all family engagement opportunities and if support is needed to accommodate a disability, appropriate arrangements will be made. |

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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| Every student in the school will receive the Calendar of Events/Handbook in the first week of school. This handbook provides information about how the school is run and the calendar has all scheduled events for the entire year. Every Sunday evening at 6:00 pm a "Panther Press" skylert message is sent via phone, e-mail, and text describing upcoming events and important information. This message is also translated for our Spanish speaking families. A newsletter is also sent home on the first Friday of each new month, sent in both English and Spanish, and uploaded to our school's web page. Each grade level will also send a weekly letter to families specific to the grade level. |

**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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| Each child will receive a planner that allows for written communication between the teacher(s) and parents. Planners will be updated daily with academic notifications and will require a parent signature. The Parent School Compact will be given out, discussed with parents and students, reviewed during Open House, and individually during parent conferences throughout the school year.  District Parent Surveys dates will be advertised on our school’s Marquee, website and by sending a note home in a timely manner. Parents will also receive information on the use of school computers if needed.  Volunteer & Mentor Appreciation Program - At the beginning of the year {September} recruitment and training will be offered to potential volunteers and mentors by the Administration. At the end of the year {April} a luncheon will be held to celebrate their service and commitment by the administration team.  The Title I Parent Resource Center Mobile Unit will visit the school campus during the school year and dates and times are provided through the school calendar. Notification of the date of the visit(s) of the Title I Resource Center Mobile Unit will be sent out via newsletter, SkyLert messages, and noted on marquee/website for all parents/families.  Parents and families will be encouraged to visit the District Title I Parent Resource Center and our teachers will utilize the Teacher Check Out program that the Center offers.  Home School Connection Newsletters will be sent home monthly (Beginning Reading –Pre-K-2, Science + Math-3-5) and a link will be shared on the school’s website.  Our school will hold an Open House on September 18, 2018 to increase parent awareness of the school and teachers' goals and expectations.  Our school will recruit additional SAC and PTO members to help research available resources, school needs, and establish a year-long plan.  Career Exploration Week (Jan. 22-25, 2019) - Our guidance counselor and teachers will contact parents and community members to invite them to share their profession/career with students.  Safe Halloween will allow students, families, and the community to enjoy trick or treating in a safe atmosphere.  EMS will host a Sweetheart Dance on February 15, 2019. |

**Barriers**

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

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| Parent school relationships |

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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| Continued staff development on ways to create positive home-school relationships to include PD on how to provide virtual engagement opportunities on our school’s web-site as a way to interact with parents that do not come to school engagement activities. |