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

**Assurances**

* Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.
* The school will carry out the programs, activities, and procedures in accordance with the definitions in Section 80101 of Every Student Education Act(ESEA).
* The plan was jointly developed/revised with parents and made available to the local community.
* How the parents and families are involved in planning, reviewing and improving the school-wide program plan.
* The plan uses the findings of the 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.
* The school will 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.
* The school will notify each family, in a timely manner, when their child has been assigned, or had been taught for four or more consecutive weeks, by a teacher who is out of the field.
* The school will provide each family with an individualized student report about the performance of their child(ren) on the State assessments.

# Signature of Principal or Designee Date Signed

 **School Name: MILL CREEK ELEMENTARY**

**Mission Statement (Optional)**

**Parental and Family Engagement Mission Statement (Optional)**

**How the parent and family engagement plan is a shared responsibility? (Optional)**

**How the parent and family engagement will assist in providing high quality instruction for all learners? (Optional)**

# Involvement of Parents

How the school will involve the parents and families in an organized, ongoing, and timely manner, in the planning, reviewing and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used? [Elementary Student Education Act 1116]

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, school website, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

# Coordination and Integration with Other Federal Programs

How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home? [Elementary Student Education Act Section 1116]

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| **Count** | **Program** | **Coordination** |
| 1. | IDEA (ESE) | Provide information to parents about the resources available upon development of the student’s IEP. |
| 2. | Title III (ESOL) | The school and district ELL rep will provide literature and resources to parents at various evening events and parent-only events. |
| 3. | Title IX (Families in Transitions) | The Families In Transition (FIT) parents are provided with back packs of school supplies for their children, and food supplies for weekends as they become available. |
| 4. | Title II (Staff Development) | The professional development activities are facilitated and monitored by the resource teacher and District Professional Development department in relation to parent involvement. |
| 5. | Title IV | The Student Support and Academic Enrichment (SSAE) program is designed to help schools provide a well- rounded education, improve safe & healthy school conditions for student learning, and improve the use of technology. |

# Annual Parent Meeting

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.

In addition to the steps below, we provide Spanish translation at the meetings for our majority-Spanish-speaking parent population.

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| **Count** | **Activity/Tasks** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| 1. | Create flyer, PowerPoint, agenda | Pauline Waggoner | September | Copies of agenda, minutes, sign-in sheets, flyer, PowerPoint presentation |
| 2. | Advertise in school newsletters and on website; on school marquee, utilize Remind | Pauline Waggoner | September | Emails, newsletter |
| 3. | Sign-in sheet formultiple sessions | Pauline Waggoner | September 28, 2018, and October 11, 2018 | Collection of sign-in sheets |
| 4. | Compile documents | Pauline Waggoner | September 28, 2018, and October 11, 2018 | Scan documents upload to LEA monitoring site |

# Flexible Parent Meetings

How will the school offer a flexible number of meetings, such as meetings in the morning or evening?

Throughout the school year, we will offer various events and activities on a variety of weekly nights and mornings offered at different times. Our Annual Meeting will be offered on different days and two different times to accommodate different work schedules: September 28, 2018, at 8:15 a.m., and on October 11, 2018 at 5:30 p.m.

How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parents and family engagement? [Every Student Education Act Section 1116]

We provide child care at every Parent Teacher Organization and School Advisory Council meeting. If we schedule an evening event that is exclusively for parents, we provide child care to allow parents to participate.

# Building Capacity

How the school will provide other reasonable support for parent/family engagement activities. [Every Student Education Act Section 1116]

We seek to break down wherever possible the barriers keeping parents from participating at school. This includes having bilingual staff at the front office and at all school events, and sending home information in clear language (English and Spanish).

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence or Effectiveness** |
| 1. | Open House | Susan Cavinee and Pauline Waggoner | Students and parents become familiar with the school, school procedures, the teachers, the staff, and programs available at the school. As parents become comfortable speaking to school personnel, they are more likely to understand and become engaged in their children’s education. | August 10, 2018 | Classroom sign-in sheets, OASIS sign-ups |
| 2. | STEM Family Night  | Jacqueline Acosta | Students and parents will participate in hands-on STEM activities that reinforce required academic skills. | October 3, 2018 | Sign-in sheets, flyers, meeting notes, agenda |
| 3. | Literacy and Math Night | Connie Kocher and Jacqueline Acosta | Students and parents will participate in hands-on literacy and math activities to help succeed in reading and math. | December 11, 2018 | Sign-in sheets, flyers, meeting notes, agenda |
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| 5. |  |  |  |  |  |

# Staff Training

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| **Count** | **Content and Type of Activity** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| 1. | Cultural Sensitivity | Pauline Waggoner | Provide framework for developing cultural awareness to help the culture gap. | August-December, 2018 | Sign-in sheets, minutes, agenda, PowerPoint Presentation |
| 2. | 5 Levels of Parent Involvement | Pauline Waggoner | Provide information about the 5 levels of parent involvement and parent’s rights. | August 6 – October 15, 2018 | Moodle registrations and completion of this Moodle course |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |
| 5. |  |  |  |  |  |

**Other Activities**

How other activities the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren)? [Every Student Education Act Section 1116]

Our quarterly GREAT assemblies recognize students for academic achievement and growth as well as for perfect attendance. Parents are sent letters of invitation to attend. At these events, teachers explain the specific activities students engage in that enable them to succeed. Also, grade-level teams of teachers host parent nights to demonstrate to parents the kind of work expected from students in those grades and to familiarize them with how the subjects are taught.

# Communication

How the school will provide timely information about the Title I programs?

At the beginning of the school year, Open House allows parents to visit the school and view its resources. Welcome Back Packets are provided to all students that include a Title I booklet, District LEA Parent & Family Engagement Plan Summary and School Parent & Family Engagement Plan Summary. Every new student that is enrolled throughout the year is provided a copy of the packet upon registration. In addition, a Title I menu to access links to Title I is available through the school's website.

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?

Curriculum being used at the school is addressed at the school SAC and PTO meetings. At our Title I Annual Meeting, a PowerPoint is shared with the parents and families regarding information on the standards the child is expected to achieve, what the child is learning, how the children are being evaluated, and how to get in touch with the teacher.

How, if requested by parents, does the school provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?

Any parent is able to request a parent/teacher conference in person or telephone. Parents may contact teachers via email. All teacher email addresses are available on our school website. Many teachers have a Remind account for their classrooms, and there is a school-wide Remind account that parents are encouraged to sign up for to receive messages from the school.

How does the school submit parents’/families’ comments if the school-wide plan is not satisfactory to them? [Every Student Education Act Section 1116]

A Title I survey is sent home to parents to get feedback on curriculum, testing, barriers, etc. All surveys are collected and evaluated. Results from the surveys are provided in the Spring and shared with parents. All parents are invited to discuss the results and ways to improve our school for the upcoming year.

# Accessibility

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

Our school uses Remind to contact parents about events happening at the school. The out-dial system, School Messenger, is used for emergencies only. Osceola County School District has a virtual backpack website that parents can visit to see the various community businesses that are involved with the school district. Flyers, most of which are in English and Spanish, are sent home to inform parents about and invite parents to participate in school events. Activities and/or meetings are held at various times of the day to accommodate parents’ different work schedules. Wherever possible, we provide information at events in English and Spanish. Most activities are at no cost to the parent.

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?

We send Remind messages in English and Spanish, using the translation feature of the app. Invitations to events such as our Annual Parent Information meetings and SAC meetings are in English and Spanish. A Spanish translation of the report card template is sent home to parents who prefer to receive their information in Spanish. Translators are provided at ESE and LEP meetings and at many teacher conferences.

# Discretionary (Optional)

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.) **(Optional)**

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| **Count** | **Activity** | **Description of Implementation Strategy** | **Person Responsible** | **Anticipated Impact on Student Achievement** | **Timeline** |
| **1.** |  |  |  |  |  |
| **2.** |  |  |  |  |  |
| **3.** |  |  |  |  |  |
| **4.** |  |  |  |  |  |
| **5.** |  |  |  |  |  |

# Barriers

A description of the barriers that hindered participation by parents during the previous school year from the school end of year survey?

According to the responses to our survey, parents’ most commonly cited barrier to participation at school events is their work schedule, followed by transportation and then child care, usually of infant children.

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?

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| **Count** | **Barrier (Including the Specific Subgroup)** | **Steps the school will take to overcome** |
| 1. | Transportation | Parent conferences and LEP and IEP conferences can be conducted by phone if necessary. |
| 2. | Language Barrier | Translation is provided at the Title I Annual Parent Information meetings, and at most other meetings during the school year. Written communications are provided in English and Spanish most of the time. |
| 3. | Child Care | Child care of school age children is provided at no cost at all events designed for adults only. |
| 4. |  |  |
| 5. |  |  |