

2019-2020 Parent and Family Engagement Plan

School Name	Cheney Elementary
LEA	Orange County Public Schools

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 parents and make available to the local community;
- ☐ Involve parents and families in planning, reviewing, and improving schoolwide program plan;
- ☐ Use 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;
- ☐ 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

1. Does the mission statement include: How the parent and family engagement plan is a shared responsibility? How the parent and family engagement	The mission of Cheney Elementary School is to lead our students to success with the support and engagement of families and the community. Cheney Elementary feels strongly that parent and family engagement is a driving force in a child's education and is a shared responsibility. We are committed to working jointly with parents and family to develop a plan for activities and workshops that support high
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plan will assist in providing high quality instruction for all learners?	quality instruction needed for all learners to be successful. We will host multiple curriculum nights aligned to grade level standards to model instructional strategies for home and school.
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Involvement of Parents

<p>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]?</p>	<p>Cheney Elementary will ensure the organized, ongoing and timely manner of involving parents through the following methods:</p> <ul style="list-style-type: none"> • Home-to-school and school-to-home communication in English and/or other languages • Student planners • Flyers • Newsletters • Connect Orange messages • School Website • Email • And other known best practices as needed <p>At Cheney Elementary parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:</p> <p>Attending</p> <ul style="list-style-type: none"> • School Advisory Council (SAC) meetings • Multilingual Parent Leadership Council (MPLC) meetings • Title I Annual Meeting <p>Participating In</p> <ul style="list-style-type: none"> • Parent and family engagement capacity-building activities <p>Reviewing</p> <ul style="list-style-type: none"> • Academic data • Previous school year Parent and Family Engagement Plan
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Coordination and Integration with Other Federal Programs

<p>3. Does the plan include: How the school will coordinate and integrate parent and family engagement</p>	<p>Cheney Elementary will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the</p>
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<p>programs and activities?</p> <p>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]?</p>	<p>implementation of various best known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program.</p>
Program	Coordination
Pre-K Varying Exceptionalities ESE - IDEA	The Title I office and VPK office will work together to coordinate transition programs for students entering the regular public school program
Title I	Professional Development modules will be provided to schools to support the professional development needs of the staff related to parental involvement.
Title II	Staff Development will be provided on an ongoing basis to the teachers
Title III	ELL students will receive support with materials and staff training to meet the needs of ELL students.
Title X	Homeless students receive district support from McKinney Vento in terms of supplies, food, transportation

Annual Parent Meeting

<p>4. Does the plan include:</p> <p>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?</p> <p>A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?</p> <p>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?</p>	<p>Cheney 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:</p> <ul style="list-style-type: none"> • 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 <p>Parents and families are informed of the nature of the Title I program by the following statement:</p> <p>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</p>
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	<p>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.</p> <p>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 le our district's Title I website https://www.ocps.net/departments/title_i.</p> <p>Below are the specific steps that Cheney Elementary will take to conduct the Title I Annual Meeting.</p>		
Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Devise an agenda including all Title 1 components	PEL	August 2019	Agenda
Develop sign in sheets	PEL	August 2019	Copies of sign in sheets
Prepare handout of PIP plan	PEL	August 2019	Copy of Handouts
Advertise Annual Parent Meeting	PEL	August 2019	Marquee, Connect-Orange, Flyer
Conduct Annual Meeting	PEL	September 2019	Sign in Sheets
Maintain Documentation	PEL	Ongoing	Maintain Documentation

Flexible Parent Meetings

<p>5. Does the plan include: How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p> <p>How will the school provide, with Title I funds, transportation, child care or home</p>	<p>Cheney Elementary will offer a number of flexible parent meetings by implementing the following:</p> <ul style="list-style-type: none"> • Morning, afternoon and evening opportunities for activities and teacher conferences • Developing and distributing a yearlong calendar in the first weeks of school and update as needed • Conduct parent surveys and use results to accommodate most requested times for school-wide activities
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visits, as such services relate to parent and family engagement [ESEA Section 1116]?	<p>As it pertains to services related to parent and family engagement, the school will provide the following:</p> <ul style="list-style-type: none"> • Hosting one online Night for parental Academy events • Having a group representation at the Parent Academy event in our area
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Commented [LAM1]: Parent Academy not parental academy

Building Capacity

<p>6. Does the plan include: How the school will implement activities that will build the capacity for meaningful parent/family engagement?</p> <p>How will the school implement activities that will build relationships with the community to improve student achievement?</p> <p>How the school will provide material and training to assist parents/families to work with their child(ren)?</p> <p>How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?</p>	<p>Cheney 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.</p> <p>Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.</p> <p>Below are the specific steps that Cheney Elementary will take to build capacity for meaningful parent and family engagement.</p>			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Science Night	Teachers and Leadership	Parents will learn strategies to use at home to reinforce learning that takes place at school.	November 2019	attendance, surveys
Family Literacy Night	Teachers and leadership team	Increasing parent-student academic skills	January 2020	attendance, surveys
Parents Night Out	PTA	Parent and Family engagement	March 2020	attendance, surveys

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		increases student achievement		
Math Night	Teachers and Leadership	Parents will learn strategies to use at home to reinforce learning that takes place at school.	February 2020	attendance, surveys

Staff Development

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]?	Cheney 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. <ul style="list-style-type: none"> Below are the specific activities and tasks that Cheney Elementary will implement to build capacity for meaningful parent and family engagement. 			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families	PEL	Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong	October 2019 – November, 2019	Sign-in sheets, exit slips

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		school to home partnerships		
Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School	PEL	Improved ability of staff to work with parents and families	November 2019-January 2020	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement Programs	PEL	Increased parent and family participation in school activities which support student achievement	January 2020-March 2020	Sign-in sheets, exit slips
Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners	PEL	Improved relationship, communication and collaboration between parents and school	March 2020 - May 2020	Sign-in sheets, exit slips

Other Activities

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]?	Cheney Elementary will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families: <ul style="list-style-type: none"> • The ESE and Guidance office have a resource center that includes information about but not limited to the following <ul style="list-style-type: none"> ○ Homeless Education ○ Retention, ○ Counseling Services ○ Exceptional Education Services ○ Behavioral Support Services ○ And other resources outside of the school • The Media Center offers computer access to allow students and parent's access to district applications and other materials during extended hours weekly. • District Parent Academy and Virtual Academy events offered throughout the year.
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Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Virtual Academy	Parent Engagement Liaison, Media Specialist	October 10, December 12, February 20, April 23rd	Parent registration, Media Center Sign-in sheet
Parent Academy	Parent Engagement Liaison	Sept 14, Nov 2, March 28, May 16 th	Pictures, Parent Registration, Flyers

Communication

<p>9. Does the plan include: How the school will provide timely information about the Title I programs?</p> <p>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?</p> <p>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)?</p> <p>How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?</p>	<p>Cheney Elementary will maintain timely communication about Title I programs through the following:</p> <ul style="list-style-type: none"> • Hosting the Title I Annual Meeting • Conducting monthly New Parent Orientation for parents new to the school to cover Title I programs <p>Teachers and other staff members will support parents' understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:</p> <ul style="list-style-type: none"> • School Compact • Report Card Nights • Progress Book • Planners • Parent Conferences • Connect Orange Messages • And other school communication methods <p>Parents will be included in the formulation of suggestions and decision making through the following:</p> <ul style="list-style-type: none"> • One-on-one meetings with teachers, administrators, and/or support personnel • Parent Surveys • Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and School Compact <p>If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates.</p>
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Accessibility

<p>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?</p> <p>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?</p>	<p>Cheney Elementary will establish a host of opportunities for parents and families to participate in school activities through ensuring multiple levels of access for parents and families. The following methods will be used:</p> <ul style="list-style-type: none"> • Family Nights will be presented in multiple languages to services our ELL families. • Offer activities at multiple times throughout the day for parents and families to participate during the morning, evening and afternoon. <p>We will share information through various best known practices in multiple languages in order to reach the highest number of parents and families. The following outlines some of those methods:</p> <ul style="list-style-type: none"> • Home-to-school and school-to-home communication in English and/or other languages • Student planners • Flyers • Newsletters • Connect Ed messages • School Website • Email • And other known best practices as needed
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Discretionary Activities (optional)

<p>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)</p>	<p>Cheney Elementary will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.</p> <p>Below are additional activities and tasks that Cheney Elementary will implement that are funded by Title I, Part A.</p>
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for meetings, activities related to parent/family engagement, etc.)				
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Maximizing parent engagement 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.	Principal; Assistant principal; Leadership Team	Increase the engagement of parents and their knowledge of student's level of performance and needs in the classroom.	Ongoing	Sign-in sheets, Parent program survey

Barriers

<p>12. Does the plan include: A description of the barriers that hindered participation by parents/families during the previous school year?</p> <p>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])?</p>	<p>Cheney 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:</p> <ul style="list-style-type: none"> • Language • Economically disadvantaged <p>Below are the specific steps that Cheney Elementary will take to address barriers that existed in the previous year.</p>
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Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome
Economically Disadvantaged parents have no computers to access school information	Provide food during some evening events, free lunch for all students, Food Pantry, clothing, Thanksgiving food baskets, Christmas gifts and food.
Limited English proficiency parents not participating	Provide translations and materials in comprehensible language

School-Parent Compact

13. Does the plan include: As a component of the school-level parent and family engagement 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.
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Adoption

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The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **(See below for sample evidence. List here.)**

This policy was adopted by the school on and will be in effect for the period of 1 year .

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

Signature of Authorized Personnel	<input type="text"/>
Date	<input type="text"/>

Provide evidence that this policy has been developed with input from parents based on the review of the previous school year's Parent and Family Engagement Plan, if applicable. *(previously referred to as the Parent Involvement Plan – PIP)*

The following documents can be scanned with this document and submitted as evidence:

- ☐ Parent surveys of previous year's events and activities
- ☐ Any SAC and/or PTA artifacts with Title I/PFE topics on the agenda
- ☐ Parent Feedback Summary of PFEP Evaluation
- ☐ Parent and Family Engagement Activities Tracking Form

What is a Family-School Compact?

A School-Parent-Student Compact for Achievement is an agreement that parents, students, and teachers develop together. It explains how parents, teachers, and students will work together to ensure students reach grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high quality instruction.
- Share strategies parents can use at home.
- Explain how teachers and parents will communicate about student progress.
- Describe opportunities for parents to volunteer, observe, and participate in a partnership that inspires their child to succeed.

Participate in the Parent Teacher Association (PTA), School Advisory Committee (SAC) and Multilingual Parent Leadership Council (MPLC)

Cheney's Mission Statement

To lead our students to success with the support and involvement of families and the community.

Make sure to become an ADDitions volunteer to come help out in your child's classroom

www.Volunteer.ocps.net

Access the curriculum for your students at
www.launch.ocps.net

Monitor your student's grades on Skyward
<https://skyward.ocps.net>

View Cheney's School Improvement Plan and Parental Involvement Plan at
www.cheney.ocps.net

We welcome your comments.

If you would like to participate contact Cheney's Parent Engagement Liaison at
(407) 672-3120 Ext. 3132237

Parents, students, and staff jointly develop the School-Parent-Student Compact for Achievement. Meetings are held each year to review the Compact and make changes based on student needs.

Cheney Elementary School
2000 North Forsyth Rd
Orlando, FL 32807
407-672-3120
www.cheney.ocps.net

Title I
School-Parent-Student
Compact 2019-2020

Grade: K 1 2 3 4 5



Our Goals for Student Achievement

By May 2019, our students will make one year’s growth from their current level in Reading as evidenced by iReady data.

Our focus in Reading will be:

- Kindergarten: 396–423 points on iReady
Read 80–100 sight words
- 1st grade: 458–479 points on iReady
Read 60 words per minute
- 2nd grade: 513–536 points on iReady
Read 90 words per minute
- 3rd grade: 545–560 points on iReady
Read 110 words per minute
- 4th grade: 579–602 points on iReady
Read 123 words per minute
- 5th grade: 609–629 points on iReady
Read 139 words per minute

Grade	K	1 st	2 nd	3 rd	4 th	5 th
Pre						
Mid						
Post						

Teachers	Parents	Students – Together for Success
<div>Teachers</div> <ul style="list-style-type: none">■ Believe each student can learn■ Create a partnership with every family in my class and seek ways to involve parents in their child’s success.■ Initiate and maintain open lines of communication with students and parents including parent teacher conferences■ Ensure students understand the assignment, what they’ll learn from it, and grade it promptly.■ Input grades and feedback promptly in Progress Book.■ Monitor student progress, provide differentiated instruction, keeping student and parents updated		<div>Parents</div> <ul style="list-style-type: none">■ Ensure that my child attends school regularly and arrives on time.■ Provide a home environment that encourages my child to learn and provide opportunities for my child to complete his/her homework and check to see it is complete.■ Let the teacher know if my child has any problems with learning and encourage my child to attend tutoring.■ Encourage my child to read at home, and use reading and math materials the school sends home to help my child.■ Monitor my child’s grades on Progress Book and partner with my child’s teacher to ensure my child’s success.
<div>Students</div> <ul style="list-style-type: none">■ Believe that I can and will learn.■ Enthusiastically approach learning, working hard to achieve my personal best.■ Come to school ready to learn.■ Show respect for myself, my teachers, and my classmates.■ Let my teacher and family know if I need help.■ Write down assignments, do my homework every day, and turn it in when it’s due.■ Daily come prepared and maintain equipment for digital instruction.■ Read on my own and with my family every day. <div>A Partnership for Success</div> <div><div>Student</div><div>Date</div><div>Parent</div><div>Date</div><div>Teacher</div><div>Date</div><div>Principal</div><div>Date</div></div>		