



2019-2020 Title I Parent and Family Engagement Plan

Philip O'Brien Elementary



General introduction of school's vision for parent and family engagement.

Philip O'Brien Elementary believes that student performance increases when parents and families are involved in their children's education. Our goal is to make strong connections between home and school by providing the necessary resources and support to our families.

All parents/families were invited and encouraged to provide input and suggestions on developing/reviewing this plan. This plan is available on our school website and in the Title I informational notebook located in our front office.

Principal: *Audrey Richards-Hernandez*

Date: 08/30/19

Involvement of Parents

If the school wide program plan under **Section 1116 (b) (1)** is not satisfactory to the parents of participating children, the school will include/submit the parents' comments with the plan that will be made available to the local education agency **Section 1116(b) (4)**.

Polk County Public Schools Title I program requires schools to submit evidence that documents parent input and approval for how the funds are spent. This documentation is monitored for compliance and kept on file in the Title I online monitoring file system. Parent input is gathered through a parent meeting or SAC meeting.

Describe how this plan is a shared responsibility and families give input to review and improve this plan? How often?

An invitation in the Title I newsletter is sent to all parents/families to participate in developing and revising this plan. The plan is reviewed/revised throughout the year using parent input and approved by our School Advisory Council.

How do you use the information from reviewing the plan to design strategies for more effective engagement?

This plan is reviewed throughout the school year to check progress and make changes to what has been planned. Reviewing student data provides valuable information to help determine where we need additional support to help our families understand the curriculum, state assessments and provide strategies, materials, and resources to help support learning at home.

How will you involve parents/families in the decision making of how your Title I programs and how Title I funds will be used for Parent and Family Engagement Activities?

All parents are surveyed at the Title I Annual Meeting and when developing/revising this plan and asked what types of trainings and/or workshops they would like the school to provide to assist in helping their child's academic achievement. Results from the parent surveys and Comments from our School Advisory Council are used to plan parent and staff trainings.

What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)

Polk County Schools Title I program requires that all Title I schools hold a parent meeting to develop or write/revise their "Parent and Family Engagement Policy". Schools are required to provide evidence that documents; how parents were invited, an agenda for the meeting, sign in sheets, and minutes and/or specific input given by parents. The Title I Program Coordinators monitor schools for compliance and evidence is uploaded and kept on file in an online monitoring.

How will this plan assist in providing high quality instruction for all learners?

The Parent and Family Engagement Plan helps ensure that we provide parents/families with information, materials and resources to support their child's learning at home by offering parent workshops on the Florida Standards, Literacy, math, science and test taking tips to support the high quality instruction provided during the school day. Title I will provide a Reading Coach, Math Coach, 2 Reading Interventionist, and one basic para. In addition, extended learning will be provided.

How will the school share comments received from parents/families?

All parent comments and suggestions given for the plan are considered, documented, and kept on file as evidence of parents providing input for both FLDOE and the District. When, feasible parent suggestions are incorporated into the plan.

How will this plan be made available to the community?

This plan is available to all parents, business partners, and School Advisory Council. The plan is also available on our school website and in the Title I parent informational notebook that is located in our front office.

Annual Parent Meeting

The school will conduct an Annual Meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), school choice, the ri

<p>Every Title I school in Polk County is required to hold an Annual Parent Meeting by September 30. Schools are monitored to ensure that parents are invited to the Annual Meeting in a timely manner, and notifications are other languages, and sent in multiple ways (via backpack, school marquee, school website, newsletters, callout) Schools are required to conduct a parent evaluation of the meeting to gather input. Evidence that schools comply is documented with; notifications and invitations; agendas, sign in sheets, copy of the PowerPoint with specific school information and parent evaluations.</p>	
<p><i>Date and time you will hold your meeting?</i></p>	<p>Our Annual Parent Meeting will be held on Thursday, September 5, 2019, at 6:00 in the cafeteria and then moved to the classrooms. General information is given in the cafeteria and then parents will watch the Title I PowerPoint in the classroom.</p>
<p><i>Notification and Invitation:</i></p> <ul style="list-style-type: none"> <i>How will you inform and invite parents/families in a timely way about the Annual Meeting?</i> 	<p>All parents will be notified of the Annual meeting via a flyer in the backpack, a sticker in the agenda, the marquee, and on our Facebook page two weeks prior to the meeting. A reminder is sent the week of the meeting.</p>
<p><i>Information:</i></p> <p><i>Please describe how your meeting will cover information about:</i></p> <ul style="list-style-type: none"> <i>the Title I program, the benefits, and how it affects your school; School choice; Parents right to know; and (the qualifications of their child's teacher, or paraprofessional and/or if their child has been assigned or taught by a teacher 4+ consecutive weeks who is out of field.</i> 	<p>The Title I District Parent and Family Engagement Coordinator provides each school with a Power Point Presentation that incorporates information on; 1. The Title I Program 2. Parents Right to Know 3. Curriculum and Assessment information, and 3. Ways parents can be involved, 4. School choice, and the qualifications of their child's teacher or paraprofessional, and 5. Information on if their child is assigned or taught by a teacher for 4+ weeks who is out of field.</p> <p>Schools may personalize the Power Point by elaborating on how their Title I funds are used to increase student achievement and promote parent and family engagement, ways parents can be involved at their school, how to access staff, and information on the school's curriculum.</p> <p>Polk County Public Schools Title I program provides all Title I schools with a letter informing parents of their rights. This letter is sent home with all students via backpack the first week of school. Schools are also required to have a copy of the "Parents Right To Know" letter on their school website and in a parent and family information notebook kept in the front office. The district Title I office monitors and keeps documentation of this on file.</p>
<p><i>Barriers:</i></p> <ul style="list-style-type: none"> <i>What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i> 	<p>Transportation may be offered to parents, however, if we know of a family that is in need of transportation in order to attend we may be able to find a solution. A Spanish translator and a deaf & hearing translator are both provided during our Annual meeting. Parents are welcome to bring their child(ren) to the meeting so childcare is not needed.</p>
<p><i>Evaluations:</i></p> <ul style="list-style-type: none"> <i>How will you get feedback from parents about the meeting?</i> 	<p>Every parent who attends the meeting will be asked to complete a short evaluation of the meeting. The parent will then return the evaluation in exchange for a free kid's meal coupon.</p>
<p><i>Parents who do not attend?</i></p> <ul style="list-style-type: none"> <i>How will you get the information home to parents who do not attend the meeting?</i> 	<p>Parents who do not attend this meeting may attend a second meeting on September 3, 2018, at 8:30, in the media center or request a meeting at their convenience.</p>

rights of parents and timely information about the Title I programs Section 1116(c)(1)

Flexible Parent Meetings

The school provides trainings, meetings, and family activities at flexible times and dates throughout the year. If requested, opportunities for regular meetings to participate in decisions relating to the education of their children. The school may provide, if reasonable and necessary, transportation, childcare, or home visits using Title I funds. **Section 1116(c) (2) (8)**

<i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i>	Parents receive a monthly calendar of events through the newsletter. Parent workshops are offered at night and upon request.
<i>Describe what childcare, home visits and/or transportation services are provided by your school.</i>	For some parent workshops our school may offer bus transportation to parents in neighborhoods not adjacent to the school.

Communication

The school will provide parents of participating children; a description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet **Section 1116(c)(4)(B)**; If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children **Section 1116(c)(4)(C)**

<i>How do you 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 who is out of field?</i>	Schools are required to 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 who is out of field. Documentation of these letters and a list of the parents who receive the letter is kept on file as documentation for auditing purposes. Title I school program coordinators monitor that each Title I school is compliant.
<i>How do you 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?</i>	An out of field notification letter is distributed to parents in the fall of each year. Right to Know notification is provided on the school's website on the Title I page.
<i>Describe how parents are informed of the curriculum; forms of assessment used to measure student progress and the achievement levels students are expected to obtain?</i>	Parents are given this information at the Title I Annual Meeting, on the Philip O'Brien Elementary Website, and the Parent Involvement Notebook located in the school office. Additionally, data sources and student results are shared with parents during conferences.
<i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i>	An announcement of the arrival and distribution of individual results of FSA. Results are also mailed in supplied envelopes. Remaining results are distributed from the office by school personnel.
<i>How do you ensure that your school holds parent-teacher conferences, at least annually, during which the compact is discussed as it relates to the individual child's achievement?</i>	Each Title I elementary school is required to hold at least one face to face conference with each student's parent/family. Each elementary school is required to have an agenda for what is expected of teachers to cover as part of the conference. Schools keep individual teacher logs documenting the date, time, and parent signature showing that the compact was discussed. Schools are required to keep documentation of teacher logs and a copy of the agenda used for conferencing. For each parent/teacher conference, parents are asked to sign in as documentation of their attendance. Sign-in sheets are also provided at each Title I meeting/activity as documentation of attendance.

Building Capacity of Parents

School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1116(e) (1-3). School will provide materials and training to help parents work with their child to improve their child's academic achievement. [Section 1116(e) (2).

Explain how parents are invited to participate in activities such as parent trainings that are linked to student achievement.

- How will your school help parents gain an understanding of such topics as; the state's standards, state assessments, achievement levels or proficiency and how to monitor their child's progress.

Title Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translation
Curriculum /Florida Standards	Provide information to parents on standards by grade level and how they can help their child at home. Grades 3-5 take the FSA state assessment tests.	Information is given to the parents on where to locate Florida Standards by Grade level. An explanation of how to read the standards is provided.	K – 5, Fall 2019		x	x	x
State Tests & Achievement Levels Grades 3 - 5	Provide test taking strategies to parents and information on the assessments their child will be expected to take. Achievement levels will be explained.	Teachers will show parents how to locate testing practice and test taking strategies on the Florida Department of Education site as well as various other sites. Parent workshops on each tested content area with mock testing.	Winter, 2019		x	x	x
Transition (Kdg, MS, HS)	Pre-kindergarten parents will attend a meeting with their child to go over readiness skills for Kindergarten.	Practice materials of transition skills to Kindergarten will be provided to parents.	Spring 2020		x		x
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home. Encourage them to allow students to read to them.	Free bookmark for those who attend. Reading tips and strategies cheat sheet for reading. High frequency word lists are provided for students to practice over the summer.	2019 – 2020		x		x
Technology, Parent Portal	Provide parents with information on how to navigate the Parent Portal to check their child's grades	Hands on workshop. Handouts with details to access the portal are provided.	Fall 2019		x		x
College and Career							
Graduation Requirements/Scholarships							
How do you assess the needs of parents? Do you survey parents to ask what type of events or workshops you have at your school?	<ul style="list-style-type: none"> Parent surveys, District parent survey Parent meetings to review compact Evaluations from previous meetings/workshops 		2019 – 2020				
How do you evaluate effectiveness?	<ul style="list-style-type: none"> Data analysis Survey results 		2019 – 2020				

	<ul style="list-style-type: none"> • Parent comments on surveys and workshops • Student achievement data 						
Explain how your school provides materials and trainings to assist parents/families to work with their child (ren) to support learning at home? Give examples.	<ul style="list-style-type: none"> • Homework guide for parents (handouts) • Strategies for parents to use at home (flyers) • Parent workshops 		2019 – 2020				
Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?		The Big Brother, Big Sister Program and First United Methodist Church participate in reading and tutoring one-on-one with students.					

- The school will provide materials and training to help families work with their child to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. List all that apply: Florida standards/ curriculum, testing, progress monitoring, literacy, transition information (Kdg, MS, HS), College and Career, Graduation requirements & scholarships, technology, etc.

Building Capacity of Staff (Trainings)

The school will educate teachers, pupil services personnel, principals, and other staff in the value and the utility of parents' contributions. Educators should also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school **Section 1116(e) (3)**

Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...				
<ul style="list-style-type: none"> ○ <i>how to reach out to, communicate with, and work with parents/families as equal partners,</i> ○ <i>the value and utility of contributions of parents/families</i> ○ <i>how to implement and coordinate parent/family programs</i> ○ <i>how to build ties between parents/families and the school</i> 				
<u>Topic -Title</u>	<u>Purpose?</u> How does this help staff build school/parent relationships?	<u>Implementation format:</u> (Workshop, book study, etc.) <u>Presenter?</u>	<u>Who is the audience?</u>	<u>Tentative Date/Time</u>
Effective Parent Conferencing	Tips for conducting a successful parent conference	Title I facilitator will lead a mini workshop during a grade level meeting	All Staff	September 2019
Verbal De-escalation	To provide a safe and respected environment	Kathy Wunderlich	All Staff	September 2019
MTSS	To provide teachers with the proper procedures and guidelines for Multi-tiered System of Support	DeeDee Maxwell	All Staff	October 2019
SAO	To provide support to teachers so that all students can have academic success.	Jennifer Rouse	All Staff	September 2019

Coordination and Integration:

The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116(e) (4)].

Describe how you coordinate and integrate parent and family engagement programs listed below to help parents learn how to help their children at home:

○ Homeless	The Hearth program will contact the school's guidance counselor, in the event we have homeless families in our school. The guidance counselor will then contact the teacher with this information. The teacher may also be given this information by the student. Weekend meals, hygiene products and school supplies are provided for our homeless families.
○ Migrant	Materials are provided in their native language and/or a translator is provided to assist parents in workshops, conferences, and other meetings.
○ Preschool	Preschool parents receive invitations to all school programs and events. Ms. Labonte works closely with our staff to make sure students are prepared for kindergarten.
○ ESOL	Our ESOL para, Ms. Rosa-Rodriguez, translates conversations between parents and the school. Tutoring is also provided for ESOL students throughout the year
○ School Advisory Council	Parents are notified through the Title I Newsletter and the Title I Annual Meeting that applications are available for SAC positions. Parents are elected by parents. All parents are notified about meeting dates in the Title I newsletter. Parents who want to speak, but are not members may submit a written request to the principal and the chairperson seven days prior to the meeting. Parents attending the SAC meetings will receive information/materials to help them learn how to help their child(ren) at home.
○ PTO/PTA	All parents are invited to join and participate in events provided by our PTO. Notices with meeting information is sent home via the student and advertised on the PTO Facebook page, marquee, flyers, and stickers in the agenda.
○ Community Agencies	The Big Brother Big Sister program provides mentoring for our students. First United Methodist Church and Parker Street Ministries provide after school care and tutoring
○ Booster Clubs	Philip O'Brien Elementary has an active Student Council program which is run by the students with the support of Mrs. Ouhri and other team leaders. Students are ambassadors who greet our guests during events, complete community services, and a recycle program which fosters leadership among our students.
○ Business Partners	First United Methodist Church Cobb Movie Theater Big Brothers/Big Sisters

Accessibility

The school will provide information and services in a welcoming environment with accommodations such as physical arrangement of the room(s), ramps, sign language facilitators, and translators.
Sec 1116(e)(5) and 1116(f)

<p>What opportunities do parents have to participate in their child (rens) education? Volunteer? Section 1116 (d) (c)</p>	<p>Parents who are approved by the school board are encouraged to volunteer in classrooms, media center, PTO, and/or SAC. Parents are encouraged to become approved volunteers to participate in other activities and field trips.</p>
<p>What forms of communication do you provide parents, in an understandable and uniform format related to;</p> <ul style="list-style-type: none"> • school and parent programs • meetings • school reports • and other activities 	<ul style="list-style-type: none"> • The Plan and the Compact • School Messenger • Flyers, notifications/invitations • Calendars • Website • School Marquee • Parent Workshops/Nights • PTO/PTA meetings or SAC meetings • Progress Reports • Report Cards, Interim Reports, State Assessment/Curriculum Information • Social Media (Facebook) • Monthly Newsletter • Agendas • Wednesday Folders (parent communication)
<p>What barriers hinder participation by parents in parental involvement activities? What steps will you take this school year to overcome these barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)</p>	<p>Barriers: Transportation, Language, Childcare, Work Schedules, Homelessness, Disabilities Our demographics have changed over the years and we have had to meet the needs of our parents in the following areas.</p> <ul style="list-style-type: none"> • Economically disadvantaged: We will provide a light meal or refreshments and busing to our Family Academic Nights and other meetings. • Disabled: Wheelchair accessible • Limited English: Translators, materials in other languages • Limited literacy: Workshops are available with parent friendly language. <p>Racial/ethnic minority background: Staff members are aware of multicultural differences among our families. A multicultural night of celebration will be planned for this year.</p>
<p>How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)</p>	<ul style="list-style-type: none"> • A Spanish translator is provided at all school events via our ESOL para • A translator/communication for other languages may be provided upon prior request • Most communication is provided in Spanish and/or Haitian Creole • Parent communication provided in Spanish and Haitian Creol.
<p>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent's native language? Explain</p>	<p>Our ESOL Para, Ms. Rosa-Rodriguez, attends our school events in order to translate for our Spanish parents. A Haitian Creole interpreter will be provided, as needed.</p>
<p>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</p> <ul style="list-style-type: none"> • Title I Parent/Family Resource Centers • Books Bridge Buses • Other 	<ul style="list-style-type: none"> • Include information on the Philip O'Brien Elementary Website/Facebook page • Parent/Family Information Notebook (PIN) located in the school office • Information in the Title I newsletter • Flyers (as needed) • Monthly PIRC calendars • Books bridge schedule • Stickers in the agenda