



2017-2018 Title 1 Parent and Family Engagement Plan

Rochelle School of the Arts

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

Rochelle School of the Arts is committed to doing whatever it takes to provide learning for all through the arts and academics in a challenging environment that promotes and develops responsible, successful achievers.

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 1 informational notebook located in our front office.

Principal: Julie Ward

Date: 10/18/17

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?	All families/parents are invited to participate in developing and revising this plan. The plan is reviewed/revised throughout the year using parent input.
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.

<p>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?</p>	<p>Parents are surveyed 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 surveying parents is used to plan parent and staff trainings.</p>
<p>What evidence do you have to document parent/family participation in writing/reviewing your plan? (meeting date, agenda, minutes, charts, sign in sheets)</p>	<p>All parents were invited to provide feedback on the 2016-2017 plan as well as offer input on the 2017-2018 plan. Families were invited to submit comments and/or suggestions on the current plan via email or through an online survey, which is found on our website. Copies of the survey and all parent suggestions are kept on file as documentation. The plan will be reviewed at our January 2018 School Advisory Council meeting and again in May as we plan for the next school year.</p>
<p>How will this plan assist in providing high quality instruction for all learners?</p>	<p>This plan helps ensure that we provide parents/families with information, materials, and resources to support their child’s learning at home by offering academic parent nights on the Florida Standards, Literacy and/or test taking tips to support high quality instruction provided during the school day.</p>
<p>How will the school share comments received from parents/families?</p>	<p>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.</p>
<p>How will this plan be made available to the community?</p>	<p>Our school community is notified of the plan via agenda labels. This plan is available to all parents, business partners, School Advisory Council and other community members. The plan is also available on our school website and in the Title I parent informational notebook that is in our front office.</p>

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 rights of parents and timely information about the Title I programs

Section 1116(c)(1)

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>Date and time you will hold your meeting?</p>	<p>Our Annual Parent Meeting will be held on Tuesday, September 7th and Thursday, September 14th. Both meetings will be held at 6:30pm in our school theatre then at 7:00pm families will move to individual classrooms. All parents are invited and encouraged to attend one of the meetings. An alternate meeting will be held Friday, September 15th at 8:30am for those families unable to attend the evening sessions.</p>
<p>Notification and Invitation: How will you inform and invite parents/families in a timely way about the Annual Meeting.</p>	<p>All parents will be notified of the Annual Parent Meeting via a flyer in the backpack, a call out 2 weeks prior to meeting and 2 days prior to meeting, and a sticker in the student planner. The information for this meeting will be posted on our school website and marquee in front of the school, as well as on social media.</p>
<p>Information: Please describe how your meeting will cover information about:</p> <ul style="list-style-type: none"> • 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. 	<p>The agenda for our Annual Parent meeting will include a whole group presentation with a PowerPoint on how the Title I program benefits our students, school choice, parents right to know and how parents will be informed of the qualifications of their child's teacher and/or para. In addition, information about this plan and our school compact is discussed.</p> <p>After the general meeting in the cafeteria parents are encouraged to visit their child's classroom to hear specific information about the curriculum and state assessments their child will take.</p>

<p>Barriers: What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</p>	<p>Transportation is not offered to all parents, however, if we know of a family in need of transportation to attend we work to find a solution. Materials provided will be translated as requested. As well, if requested, a translator will be available at the meeting. Light refreshments will be provided after the meeting. Parents are welcome to bring their child(ren) to the meeting so childcare is not needed.</p>
<p>Evaluations: ○ How will you get feedback from parents about the meeting?</p>	<p>Every parent who attends the meeting will be asked to complete a short evaluation. The evaluation is their ticket out the door and asks if they would like any additional information about Title I, the curriculum, or testing.</p>
<p>Parents who do not attend? ○ How will you get the information home to parents who do not attend the meeting?</p>	<p>For parents who are not able to attend this meeting, the PowerPoint, along with additional information, will be available on our school website.</p>

Flexible Parent Meetings

<p>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)</p>	
<p>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</p>	<p>Parents are provided a calendar of events at the start of school. All dates and times of events are posted on our school website and social media, as well as our front office.</p> <p>Parent workshops are offered on different days and times and sometimes twice to increase attendance.</p> <p>When applicable, our school video tapes the information provided in a workshop and provides parents a link on our school website.</p>
<p>Describe what childcare, home visits and/or transportation services are provided by your school.</p>	<p>For some parent workshops our school offers limited childcare or children’s activities while parents attend a workshop.</p> <p>Some teachers make home visits to conference with parents who cannot attend a school conference. Our school addresses barriers that hinder parent/family engagement on an as-needed basis, or if requested. When feasible, our school accommodates those requests.</p>

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.
- 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.

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	Information on where to located Florida Standards by grade level	Title 1 Annual Meeting - September 7 th and 14 th , 6:30pm Portfolio Nights – 2 nd and 3 rd nine weeks - TBA		X	X	

<p>Transitions (Kg, HS)</p>	<p>These workshops will provide information to parents to help their child make a smooth transition with change in school.</p>	<p>Provide parents of incoming Kindergarten information on how to prepare their child for school.</p> <p>Parents of 8th grade students will be given information to help them prepare their child for High School.</p> <p>Provide new families information on how to be successful at Rochelle.</p>	<p>April 2018, 4-7pm - Kg Round Up</p> <p>October 21, 2017; 6:30pm – 8th grade parent night</p> <p>April 10, 2018 - Welcome to Rochelle Reception</p>		<p>X</p>	<p>X</p>	
<p>Literacy</p>	<p>Provide parents with strategies to help them read with their child at home</p>	<p>Free book for students who attend Reading tips and strategies for reading</p>	<p>Winter 2017</p>		<p>X</p>	<p>X</p>	
<p>Technology, Parent Portal</p>	<p>Provide parents information on how to navigate the Parent Portal to check their child's grades.</p> <p>Workshop on internet safety and cyber bulling</p>	<p>Hands on workshop</p>	<p>Fall/Winter 2017</p>		<p>X</p>	<p>X</p>	

<p>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?</p>	<p>Parents are given an opportunity to suggest workshops and events during our SAC committees and PTA meetings, as well as through our online parent survey. Each spring, parents are invited to review the compact and PIP to make suggestions for the coming year. We also carefully review evaluations from previous workshops.</p> <p>Classroom teachers are also encouraged to talk with families about their needs during parent-teacher conferences.</p>
<p>How do you evaluate effectiveness?</p>	<p>Administration, resource teachers, and other staff members carefully review survey results and comments.</p>
<p>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.</p>	<p>Families can look on our website to find helpful links and other suggestions on how to work with their children at home. As well, video clips promoting different strategies may be posted to our social media sites. Tips and other helpful information is sent home at the beginning of each year.</p>
<p>Explain how your school implements activities that build relationships with the community, business partners, and churches, to improve student achievement?</p>	<p>As part of our MSAP (Magnet Schools Assistance Program) grant, we are required to document business partners and community involvement. Members of the community (business partners, industry professionals and neighboring businesses) are invited to teach and perform during our integrated units of study.</p>

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 ...

- **how to reach out to, communicate with, and work with parents/families as equal partners,**
- **the value and utility of contributions of parents/families**
- **how to implement and coordinate parent/family programs**
- **how to build ties between parents/families and the school**

Please describe how you do this

Topic-Title	Purpose? How does this help staff build school/parent relationships?	Implementation format: (Workshop, book study, etc.) Presenter?	Who is the audience?	Tentative Date/Time
Eric Jensen – Teaching With Poverty in Mind	Provides teachers with strategies to increase student and parent engagement	10 teachers attended a 3-day conference presented by Eric Jensen. All instructional staff attended a 1-day overview presented by the Office of Innovation and Acceleration	All instructional staff	June and July 2017
Effective Parent Conferencing	Provides teachers with strategies to facilitate more effective parent-teacher conferences to increase student achievement	A mini PD workshop is held during collaborative planning, presented by the Reading Coach	All classroom teachers	Fall 2017

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)]**;

<p>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?</p>	<p>A letter will be sent home with each family, in a timely manner, if 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 received the letter is kept on file for auditing purposes.</p>
<p>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?</p>	<p>A district-wide letter is sent home with each family at Orientation. In addition, the letter is posted on our school website and reviewed at the Title 1 Annual Meeting.</p>
<p>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?</p>	<p>Parents are given information regarding their child's grade level standards and assessments during the Title 1 Annual Meeting. Additionally, academic parent workshops are planned throughout the year to meet the needs of our families. Teachers are expected to conference with each family at least once a semester to discuss progress monitoring results.</p>
<p>Describe how the school will provide each family an individualized report about their child(ren) on the state assessments?</p>	<p>Families will be provided individualized assessment results via state and district reports.</p>
<p>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?</p>	<p>Classroom teachers are expected to conference with each family at least once a semester. During the conference, teachers have a school-wide conference agenda that should be completed and kept throughout the year. Conference Logs documenting the date and parent signature showing the compact was discussed must be submitted at the end of each semester.</p>

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:

<ul style="list-style-type: none"> ○ Homeless 	<p>Our guidance counselors work closely with teachers and families to identify homeless students. As families are identified, and throughout the year, local resources are shared, as appropriate, with those families in need.</p>
<ul style="list-style-type: none"> ○ Migrant 	<p>At this time we do not have any migrant families enrolled.</p>
<ul style="list-style-type: none"> ○ Preschool 	<p>Families of preschool students receive school-wide information related to school programs and events. All incoming kindergartners are invited and encouraged to attend our Kindergarten Round Up where they have a chance to meet and talk with Kindergarten teachers about Kindergarten readiness.</p>
<ul style="list-style-type: none"> ○ ESOL 	<p>Our ESOL para works daily with identified ESOL students. When requested, information is translated into Spanish or Haitian-Creole.</p>
<ul style="list-style-type: none"> ○ SAC School Advisory 	<p>Information regarding SAC is sent home to each family at the beginning of the year. Election of our SAC occurs in August/September. Each member is elected by the stakeholder group he/she represents. Fifty-one percent of SAC team members are parents and/or community members. During a thorough review of a SIP draft, our SAC team will make recommendations that will then be added prior to final approval. Parent suggestions will be documented in the SAC minutes. The Academic Coaches will work together to develop parent workshops to assist parents in helping their students with reading, writing, math and science. The SAC will make suggestions to aim significant portions of PI funds toward providing support materials for selected activities. Delivery and participation in the selected activities will be monitored by the SAC during the year.</p>

<ul style="list-style-type: none"> ○ PTO 	<p>Information regarding PTA is available to all families at Orientation and at various school functions throughout the year. As well, it is sent home to each family at the beginning of the year. Families and staff members are encouraged to join and participate. Members are notified of meetings and events through email, social media and our school websites and fliers and calendars sent home.</p>
<ul style="list-style-type: none"> ○ Community Agencies 	<p>Community agencies, churches and after school centers are invited to attend our Orientation, where they can give information to interested families. As well, they are invited and encouraged to participate in SAC. Specifically, Boys and Girls Club has a building located on our campus.</p>
<ul style="list-style-type: none"> ○ Booster Clubs 	<p>We currently do not have a Booster Club.</p>
<ul style="list-style-type: none"> ○ Business Partners 	<p>As part of our MSAP (Magnet Schools Assistance Program) grant, we are required to document business partners and community involvement. We actively seek out business partners as well as look for opportunities to collaborate with parents. We are working to implement a mentor program where community members are paired with identified students to increase positive behaviors as well as raise student achievement.</p>

Accessibility

<p>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>	
<p>What opportunities do parents have to participate in their child(rens) education? Volunteer? Section 1116 (d) (c) Mentor?</p>	<p>Our Volunteer Coordinator sends information home to each family at the beginning of the year, highlighting various ways parents can be involved in their child’s education, both in the classroom and out. A Volunteer Orientation Training is offered in the fall, to orient new and interested volunteers with expectations and roles of volunteers.</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 	<p>All families receive a copy of our Rochelle School of the Arts Title 1 Compact and Contract. As well, families are informed of where they can go to find copies of the Parent Involvement Plan. Fliers, letters and invitations are sent to our families encouraging them to attend all informational meetings. Social media websites (Facebook, Instagram and Twitter) and our school website and marquee are maintained to advertise information about upcoming activities as well as informational meetings that may be of interest to parents. Teachers also utilize conferences and email to inform parents of special services, such as tutoring. The office keeps updated information, including a calendar of upcoming events. All written information is sent home in both English and Spanish, if requested, in a timely manner. The Academic Coaches work with the SAC and PTA to create activities and information to share with parents.</p>
<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>The biggest barrier we see is regarding scheduling. Because we are a school of the fine arts, our calendar fills very quickly with performances, so scheduling academic parent workshops is often difficult. So that we are not overburdening families, we try to schedule parent workshops in conjunction with our arts performances. However, scheduling events in the evening is challenging because dinner is involved. In those cases, we try to offer light refreshments (cookies and juice, etc). Work schedules sometimes continue to present problems for evening events. Information from the parent workshops can always be sent home for families who are unable to attend. Families receive materials and instruction at all parent workshops to help them work with their children.</p>

<p>How does your school provide information to parent’s in their native language? What languages do you provide? Section 1116 (e) (5) Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain</p>	<p>Currently we do not have any families who require translation provided. As teachers are made aware, we will work to ensure translation is 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 • Parent University • Other 	<p>Opportunities for meaningful engagement are promoted throughout the school via our school website, as well as social media (Facebook, Instagram and Twitter) and our school marquee. Monthly calendars and fliers for upcoming events are sent home with each family. PIRC information is also advertised on our website and office bulletin board.</p>