



2018-2019 Title I 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 I informational notebook located in our front office.

Principal: Julie Ward Date: 9/26/18

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.
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?	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 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?	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.
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 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><i>Date and time you will hold your meeting?</i></p>	<p>Our Annual Parent Meeting will be held on Tuesday, September 11th and Thursday, September 13th. Both meetings will be held at 6:30pm. All parents are invited and encouraged to attend one of the meetings. An alternate meeting will be held Friday, September 14th at 8:30am for those families unable to attend the evening sessions.</p>
<p><i>Notification and Invitation: How will you inform and invite parents/families in a timely way about the Annual Meeting.</i></p>	<p>All families will be notified of the Annual Parent Meeting via a flyer in the backpack sent home two weeks prior to the meeting. Families will be reminded of the event with a phone call via School Messenger and a text via Remind sent out one week prior to the meeting. Students will also receive agenda labels to place on the day of the event. 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><i>Information:</i> <i>Please describe how your meeting will cover information about 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>	<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: What barriers will you address to encourage parents/families to attend? Example: Childcare, Transportation, Meal, Translation</i></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, courtesy of PTA. Parents are welcome to bring their children to the meeting, so childcare is not needed.</p>
<p><i>Evaluations: How will you get feedback from parents about the meeting?</i></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 1, the curriculum or testing.</p>
<p><i>Parents who do not attend? How will you get the information home to parents who do not attend the meeting?</i></p>	<p>For parents who are not able to attend this meeting, the video, along with additional information, will be available on our school website.</p>

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)**

<p><i>Describe how you provide flexible dates and times for activities, workshops, events, so that all parents may have an opportunity to attend?</i></p>	<p>Parents are provided informational fliers on each event. All dates and times of events are posted on our school website and social media sites, as well as our front office. School Messenger phone calls and Remind texts are also sent out prior to each event.</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><i>Describe what childcare, home visits and/or transportation services are provided by your school.</i></p>	<p>For some parent workshops, our school offers limited childcare or children's activities while parents attend the workshop.</p> <p>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>

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><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></p>	<p>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.</p>
<p><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></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><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></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><i>Describe how the school will provide each family an individualized report about their child (ren) on the state assessments?</i></p>	<p>Families will be provided individualized assessment results via state and district reports.</p>
<p><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></p>	<p>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.</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)].

Title/Topic	Impact on Student Achievement	Materials	Tentative Date/Time Is it flexible?	Transportation	Refreshments	Childcare	Translations
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 locate Florida Standards, by grade level.	Title 1 Annual Meeting – September 11 th and 13 th , 6:30pm Portfolio Nights – 2 nd and 3 rd nine weeks - TBA		X X	X X	
State Tests & Achievement Levels	Provides information to parents on state assessments and the implications of achievement levels.	Information on FSA	FSA Parent Night – November 8 th , 6:00 and 7:00pm		X		
Transition (Kdg, MS, HS)	These workshops will provide information to parents to help their child make a smooth transition with a change in school.	Provide parents of incoming Kindergarteners information on how to prepare their child for school. Parents of 8 th grade students will be given information to help them prepare their child for high school. Provide new families information on how to be successful at Rochelle School of the Arts.	Kindergarten Round-Up – April 2019, 4-7pm 8 th Grade Parent Night – October 22, 6:30pm Welcome to Rochelle Reception – April 2019		X X	X X	
Literacy 1116 (e)	Provide parents with strategies to help them read with their child at home.	Families will make resources to use at home to increase literacy.	September 27 th , 6:00pm		X	X	
Technology, Parent Portal	Provide parents information on how to navigate the Parent Portal to check their child's grades.	Information and directions on Parent Portal	Title 1 Annual Meeting – September 11 th and 13 th , 6:30pm		X	X	

<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 PFEP to make suggestions for the coming year. We also carefully review evaluations from preview 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 are 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 unit 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)**

<p>Please describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff ...</p> <ul style="list-style-type: none"> • 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 				
<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	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 2018
Portfolio Night – Data Chats	Provides teachers with resources, reports and information to facilitate more effective data chats with families	A mini PD workshop is held during collaborative planning, presented by the Reading and Math Coaches	All classroom teachers	Fall 2018

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	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.
Migrant	At this time, we do not have any migrant families enrolled.
Preschool	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.
ESOL	Our ESOL para works daily with identified ESOL students. When requested, information is translated into Spanish or Haitian-Creole.
SAC School Advisory	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.
PTO/PTA	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 website, fliers and calendars sent home.
Community Agencies	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.
Booster Clubs	We currently do not have a Booster Club.
Business Partners	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 also utilize community members as mentors, where adults are paired with identified students to increase positive behaviors as well as raise student achievement.

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><i>What opportunities do parents have to participate in their child(rens) education? Volunteer? Section 1116 (d) (c)</i></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><i>What forms of communication do you provide parents, in an understandable and uniform format related to;</i></p> <ul style="list-style-type: none"> • <i>school and parent programs</i> • <i>meetings</i> • <i>school reports</i> • <i>and other activities</i> 	<p>All families receive a copy of our Rochelle School of the Arts Title 1 Compact. As well, families are informed of where they can go to find copies of the Parent and Family Engagement Plan. Fliers, letter 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. Administration also utilizes School Messenger and Remind to communicate important dates to families. 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.</p> <p>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><i>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)</i></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><i>How does your school provide information to parents in their native language? What languages do you provide? Section 1116 (e) (5)</i></p>	<p>Currently we do not have any families who have a native language other than English. If needed, we will work with the ESOL department to provide necessary translation.</p>
<p><i>Do you provide translators or facilitators at parent events/workshops? Or, do you provide workshops in a parent’s native language? Explain</i></p>	<p>Currently we do not have any families who require translation. As teachers are made aware, we will work to ensure translation is provided as needed.</p>
<p><i>How will the school encourage and support additional opportunities for more meaningful engagement in the education of their child.</i></p> <ul style="list-style-type: none"> • <i>Title I Parent/Family Resource Centers</i> • <i>Books Bridge Buses</i> • <i>Other</i> 	<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>