

SCHOOL-BASED TITLE I PARENT/FAMILY ENGAGEMENT PLAN

The purpose of this plan is to align the funding of building-based parent/family engagement activities with a school's DTSDE Tenet 6 goals, RCSD Parent Involvement Policy and Title I regulations, to promote the engagement of families in their students' education.



2017-2018

School:

Context/Regulations:

The primary objective of the Title I Parent/Family Engagement funds is to enable greater and more meaningful parent participation in the education of their children aligned with the schools' DTSDE Tenet 6 goals and National PTA Standards.

Per New York State Education Department (NYSED) and the United States Department of Education (USDE), **all expenditures must be:**

- **Reasonable, ordinary and necessary to carry out the goals of the grant**
- **Allowable under the intent of the grant**

Expenditures must be aligned with the schools', SCEP Tenet 6 goals as well as the six National PTA Standards. **(See Appendix A).**

Completion of Plan Checklist:

To access Title I funds Parent/Family Engagement funds, the following MUST be completed and submitted as follows:

- Part A:** Parent/Family Engagement Plan: Reflection/Evaluation (reflection of previous year's activities and ongoing reflection of this year's activities)
- Part B:** Parent/Family Engagement Plan: Narrative and Budget
- Part C.a:** School-Parent Compact
- Part C.b:** Adoption of RCSD Parent Involvement Policy
- Part D:** Acknowledgement of Agreement of Plan: signatures from Principal, SBPT Parent Representative, Parent Group (PTO/PTA/PTSO/PTSA) Member
- Part E:** Submission of SBPT Minutes to document discussion of use of Parent/Family Engagement funds **and** to document adoption of school's own Parent Involvement Policy **OR** RCSD Parent Involvement Policy

Part A:

Parent/Family Engagement Activities: Reflection/Evaluation of Previous School Year's Activities

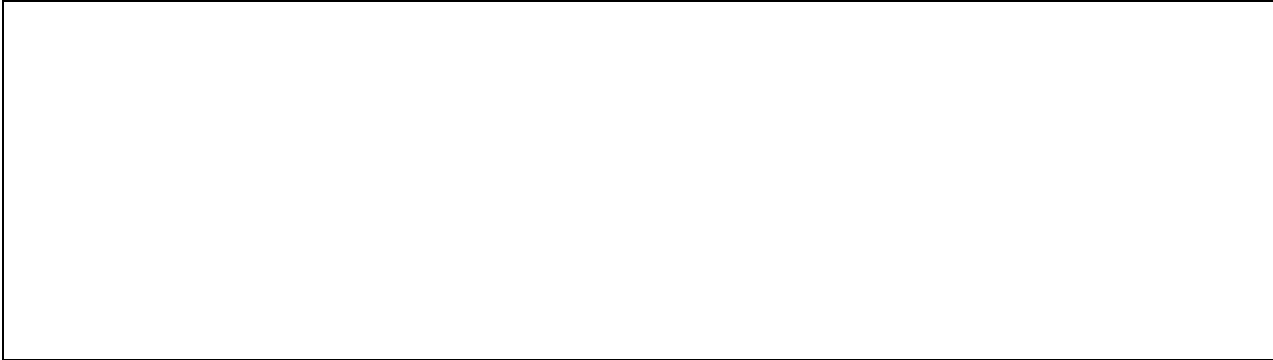
Directions:

Based on data collected from parent activities last year, please reflect and provide a response to the following questions:

- Possible reflection considerations:
 - *Which activities were most successful? How do you know?*
 - *Which activities were least successful? How do you know?*
 - *What might your school adjust for this school year?*

<u>Successes</u>	<u>How do I know?</u>
<i>A "Minion" Reasons to Come to School</i>	<i>Good attendance by parents and children, at least 50 parents participated in the activity. This activity promoted bonding and relationship building with their child.</i>
<i>Flour to Flower...Honoring the 25th Anniversary of Flower City School #54</i>	<i>Good attendance by parents and children, at least 40 parents participated in this activity. This was designed for children and parents to understand how Flower City School got its name. One of the activities were: "Let's Have Tea with Frederick Douglass and Susan B. Anthony", focused on Civil Rights' and Women's issues. The community was involved as well as a Talent Show, History Hall for families and alumni.</i>
<i>The Data Binder Breakfast Workshop</i>	<i>Good attendance by parents and children, at least 60 parents were in attendance and 90 children attended.</i>
<i>Dads And Doughnuts</i>	<i>Good attendance by the men, at least 90 men participated in this activity. Men in the community shared male bonding experiences in raising children. Dads gave presentations to other males in the activity emphasizing academics as well as being a role model/mentor in the community. Father-son bonding was also emphasized.</i>
<i>Moms And Muffins</i>	<i>Good attendance by the women, at least 120 women participated in this activity. Mother-daughter bonding was also a highlight. Women from the community gave presentations. Culturally relevant workshops were also presented.</i>
<i>Back to School Orientation</i>	<i>Good attendance by parents and students, Hispanic hotdogs were served! There were at</i>

	<i>least 200 parents and 300 students in attendance.</i>
<i>We Can Build It</i>	<i>Well attended by parents and students, at least 50 parents</i>
<i>“National Plant the Promise” Week or “Parent Thang”</i>	<i>Good attendance by parents, at least 103 parents participated with approximately 20 parents per day in attendance.</i>
<i>Uniting for Student Success: Come Read With Me</i>	<i>Good attendance by parents, at least 130 parents and approximately 200 students participated in this activity. There were 2 sided books, one side the parent read, the other side the student read. Copies were distributed to parents and taken home.</i>
<i>What “Force” Motivates You to Come to School? (Star Wars theme)</i>	<i>Well attended program held during the day. Tokens of appreciation were passed out to parents. Star Wars theme was seen throughout the school.</i>
<i>Mother-Son Father-Daughter Dance</i>	<i>Good attendance by parents and students. There were at least 200 parents and approximately 350 students. For this year, this was the most successful event.</i>
<i>The Annual Million Fathers’ March</i>	<i>Least successful because the parent notification was late. Parents should have received notification in August and again in September. Parents were not notified with ample time to prepare and we did not promote enough based on an oral survey.</i>
<u>SCHOOL ADJUSTMENT NEXT YEAR</u>	
<i>The Annual Million Fathers’ March</i>	<i>Next year, multiple notifications using flyers and Robocall will be implemented to ensure positive attendance.</i>



Part B:
Parent/Family Engagement Activity Plan: Narrative and Budget
2017 - 2018

- Overarching DTSDE Tenet 6 Goals and/or Parent/Family Engagement Goals of School:**
1. To develop and implement a system that recruits, trains, and supports parents and community partnerships that will focus on students’ academic and social-emotional health; teachers will be included in these professional development opportunities.
 2. At least 35% of the parents of Flower City School #54 will partake in school-wide professional development and/or evening events designed to build a culture of partnerships with families and community members. This will be measured through parent feedback surveys detailing key components of the School’s mission statement.
 3. Communication vehicles: Student Data Binders will be used to as a three-way point of contact among students, teachers and parents. In addition, Student Agendas/Planners/Classroom Newsletters/Robo Calls/Flyers and several evening events, etc...will facilitate contact among students, teachers and parents. The School Leader will solicit best practices from teachers that have shown to be successful with reciprocal parental communication and develop a formalized system to track all forms of contact with parents, families and community members.

Total Budget Available: \$3702.50(See Appendix B for cost estimates).

Activity #1: Open House/Curriculum Night/National Hispanic Heritage Month Celebration				
Rationale (How does the activity align with DTSDE Tenet 6	Expected Outcomes/ Metrics for Success (What will result from this activity?)	Evaluation Tools (How will you know to what degree the	Timeline (How long will this work take to complete?)	Person(s) Responsible (Who is responsible for

and/or National PTA Standards?)	Must be measurable.)	activity is successful?)		completing this work?)
The activity aligns with the first objective in Tenet 6. It is one of the major focuses which is a school- and district- wide effort.	85% of the teachers will begin to know each parent who attends Open House by name and by face. At least 50% of the parents will be engaged in the Open House activities which will range from knowing the teachers' objectives for teaching their children for the school year, learning about Spanish speaking countries to tasting the various types of food from those Spanish speaking countries.	The school will have an unofficial survey, "word of mouth" to find out how parents viewed the series of events and their children's feedback will also be taken into account.	It will last for one night but will have an entire school year effect.	Parents, students and teachers.

Activity #1: Budget Plan

Code 15: Professional Salaries N/A
Code 16: Support Staff Salaries N/A
Code 40: Purchased Services N/A
Code 45: Supplies and Materials \$140.00 (\$2.50 per person)
Code 46: Travel/Transportation
Code 80: Employee Benefits – calculated as 19.75% for Code 15; 24.85% for Code 16
Total for Activity #1: \$140.00

Activity Reflection:

- *To what extent was this activity successful?* The activity was well attended. **The sign in sheet indicated that there were at least 100 parents in attendance.**
- *What might be changed if this activity is conducted in the future?* **Some parents are interested in preparing meals for these events, perhaps they could show other parents how to prepare simple Spanish dishes.**

Activity #2: Three (3) NWEA/NYS Tests Data Workshops

Rationale (How does the activity align with DCIP Tenet 6 and/or National PTA Standards?)	Expected Outcomes/ Metrics for Success (What will result from this activity? Must be measurable.)	Evaluation Tools (How will you know to what degree the activity is successful?)	Timeline (How long will this work take to complete?)	Person(s) Responsible (Who is responsible for completing this work?)
<p>The activity aligns with the third objective in Tenet 6. It is one of the major focuses which is a school- and district- wide effort.</p>	<p>At least 10% of students' scores will improve because students and parents will understand the purpose of their scores and how to improve them.</p>	<p>For this activity, parents will be able to have productive conversations with the classroom teachers during student-led conferences. (Students will use their data binders where they have kept track of their own progress to guide the conversation.)</p>	<p>The school year from October to June.</p>	<p>Parents, teachers and students.</p>

Activity #2: Budget Plan

Code 15: Professional Salaries 3 Workshops X 2 hours = 6 X \$35 = \$210 X3 presenters = \$630.00

Code 16: Support Staff Salaries Custodian Overtime; Kitchen help =

Code 40: Purchased Services N/A

Code 45: Supplies and Materials \$140.00

Code 46: Travel/Transportation N/A

Code 80: Employee Benefits – calculated as 19.75% for Code 15; 24.85% for Code 16

Total for Activity #2:

Activity Reflection:

- *To what extent was this activity successful? **This activity was very successful, students have an understanding of their ELA and Math scores, parents have an understanding of them. Students can now look at the scores and strive to improve them.***
- *What might be changed if this activity is conducted in the future? **Students can use technology by making pie charts or bar graphs to show their progress over a three or four year period.***

Activity #3: Muffins with Mom/ Doughnuts with Dad

Rationale	Expected Outcomes/	Evaluation Tools	Timeline	Person(s) Responsible
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(How does the activity align with DCIP Tenet 6 and/or National PTA Standards?)	Metrics for Success (What will result from this activity? Must be measurable.)	(How will you know to what degree the activity is successful?)	(How long will this work take to complete?)	(Who is responsible for completing this work?)
The activity aligns with the second objective in Tenet 6. It is one of the major focuses and is a school-wide effort.	Students will feel a sense of pride in themselves and parents will feel confident in their children as well as support Flower City School #54.	At least 85-95% parent participation is expected.	The event lasted a day, but the overall effect will last throughout the year because it creates positive school climate.	Parents, students and teachers

Activity #3: Budget Plan

- Code 15: Professional Salaries N/A
- Code 16: Support Staff Salaries N/A
- Code 40: Purchased Services N/A
- Code 45: Supplies and Materials N/A
- Code 46: Travel/Transportation N/A
- Code 80: Employee Benefits – calculated as 19.75% for Code 15; 24.85% for Code 16
- Total for Activity #3: (Breakfast food) \$4.50 X 200 = \$900.00**

Activity Reflection:

- *To what extent was this activity successful? **This activity was extremely successful. Many parents were in attendance.***
- *What might be changed if this activity is conducted in the future?*

Activity #4: We Both Read Books

Rationale (How does the activity align with DCIP Tenet 6 and/or National PTA Standards?)	Expected Outcomes/ Metrics for Success (What will result from this activity? Must be measurable.)	Evaluation Tools (How will you know to what degree the activity is successful?)	Timeline (How long will this work take to complete?)	Person(s) Responsible (Who is responsible for completing this work?)
The activity aligns with the first objective in Tenet 6. It is one of the major focuses	This activity helps parents get involved and help children to read. Books are	The school will have an unofficial survey, “word of mouth” to find out how parents	The school year from October to June.	Parents, teachers and students.

which is a school- and district- wide effort.	designed so that there is a parent tutor page and a child's page.	viewed the series of events and their children's feedback will also be taken into account.		

Activity #4: Budget Plan

Code 15: Professional Salaries 2 hours X 6 teachers X \$35 =\$420

Code 16: Support Staff Salaries N/A

Code 40: Purchased Services N/A

Code 45: Supplies and Materials \$580.

Code 46: Travel/Transportation N/A

Code 80: Employee Benefits – calculated as 19.75% for Code 15; 24.85% for Code 16

Total for Activity #4: (Breakfast food) \$4.50 X 200 = \$900.00

Miscellaneous /Parent liaison /PTSO \$892.50

Activity Reflection:

- *To what extent was this activity successful? This activity was extremely successful. **Many parents were in attendance.***
- *What might be changed if this activity is conducted in the future?*

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Part C.a:

School-Parent Compact

Title I regulations require the development and communication of a school-parent compact, where responsibilities of the school, the student and the family are described and agreed upon. The compact is required to be developed in collaboration with parents and posted on the school's webpage.

This school, in collaboration with parents, has developed and shared a School-Parent Compact (check one):

Yes

No

This school's School-Parent Compact can be found on the school's webpage at the following link:

(insert link here)

Part C.b:

Adoption of Parent Involvement Policy

Title I regulations require that the school has its own Parent Involvement Policy **OR** that the school adopts the [District's Parent/Family Involvement Policy](#). Should the school develop its own, it must be done in collaboration with parents from the school and adopted at a SBPT meeting. Should the school adopt the RCSD's the adoption must be discussed and voted upon at a SBPT meeting.

This school has (check one):

Developed its own Parent Involvement Policy and has adopted it by vote at a SBPT meeting

Adopted the RCSD's Parent Involvement Policy and has adopted it by vote at a SBPT meeting

Part D:

By signing below, we hereby acknowledge that the following collaboration has occurred in development of this Parent/Family Involvement Plan:

- ✓ Activities planned and use of funds were discussed with parents of the school's community and at a SBPT meeting
- ✓ A School-Parent Compact has been developed in collaboration with parents and is posted on the school's webpage
- ✓ The school has developed and adopted its own Parent Involvement Policy by vote at a SBPT meeting OR has adopted the RCSD Parent Involvement Policy by vote at a SBPT meeting
- ✓ SBPT minutes documenting discussion of the aforementioned items are submitted with this plan

Constituent	Print Name	Signature	Date
School Principal			
SBPT Parent Representative			
Parent Group (PTO/PTA/PTSO/PTSA) President			
OPE – Coordinator of Parent Engagement			
OSI – Director of Program Accountability			

Appendix A:

RCSD DCIP Tenet 6 and National PTA Standards

RCSD DCIP Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	May 13-14, 2015
B2. DTSDE Review Type:	IIT
<p>C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.</p>	<p>DTSDE feedback across schools articulates a need for schools to listen and communicate with parents and to design experiences that will improve and increase the levels of parent engagement and involvement. These experiences will equip more parents to support student success. Each school has a full-time parent liaison or home school assistant position to assist in this work; however, based on feedback from reviews, there needs to be more effective joint work with school administration and families. The recommendations point to a need to develop stronger mechanisms for asking parents what they need/want/are interested in.</p> <p>There is also a need to develop mediation and conflict resolution skills at the school level. This will reduce reliance on the Office of Parent Engagement but more importantly build the capability at each school. Feedback from parents indicates that too many schools do not have a welcoming environment / positive climate. The Community Task Force on school climate is currently conducting focus groups in a number of schools. These are intended to strengthen parent engagement and community partnerships. Focus group and other parent involvement/engagement activities should be ongoing at each school so that the dialogue between parents, community and school is continuous. Parents should be an integral part in planning these activities.</p> <p>District leadership, in conjunction with the Community Task Force, has taken on the work of recognizing and combatting the role that implicit bias and a lack of culturally specific understandings play in our poor achievement and parental relationships. Within this system context, we have four schools undergoing a transformation to adopt the community school model as an improvement strategy, under their Receivership/SIG and/or SIF plans. This work is predicated upon establishing very close relationships and understandings of family/community needs and assets, and continuously responding in strategic ways that reduce barriers to learning and strengthen communities. Currently, our Receivership rubric and other assessment tools show that three of the schools are in early stages of development along the continuum, while the fourth is farther, but still emerging.</p>
<p>D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</p>	<ol style="list-style-type: none"> 1. Improve parents' experience at schools and Central Office by strengthening and supporting the role of the parent liaison and home school assistant, as well as, the customer service focus of school and central office staff(measured by qualitative feedback and school-based parent complaints). 2. Improve communication with parents via technology, through bridge building and multiple methods of communication.

		3. Each school's culture should exemplify a welcoming and inviting school environment. This environment should include acknowledging parents and ensuring that parents become a part of the decision-making process for issues that impact the entire school community.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.		Number of parents who have signed up to participate with each schools "Power of 2" parent groups, number of parent/community forums held during the school year, parent feedback regarding school climate, chronic absence at each school (compared to prior year), severely chronic absence rate, and the average daily attendance rate. Number of parent complaints obtained by the Office of Parent Engagement, Office of School Chiefs, Deputy Superintendents and the Superintendent's Office.
E1. Start Date: Identify the projected start date for each	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
June 2016	August 2016	Office of Parent Engagement will finalize a draft of the revised job descriptions for parent liaisons, to include clear expectations for working on chronic absenteeism and on strengthening relationships and handling conflict peaceably.
August 2016	November 2016	Office of Parent Engagement, Student Support Services and School Innovation will collaborate to design and deliver sessions on "Restorative Practices 101" for parent liaisons.
August 2016	June 2017	Under the leadership of the Sr. Director of Youth Development & Family Service, continue to drive the Every Minute Matters work reduce chronic absenteeism especially in grades K-3 at target schools. The monthly attendance blitzes, partnering community volunteers and district staff, will continue.
September 2016	June 2017	With the support of Principals, teachers and school administrators, Parent Liaisons will gathers names of parents who will participate in the "Power of 2" concept of increasing the level and quality of parent engagement/involvement at each school. The Office of Parent Engagement will accumulate the data from all schools for reporting on a monthly basis.
July 16	June 2017	Office of School Innovation, in conjunction with Teaching & Learning colleagues, will facilitate at least four schools (9, 17, 22, and 45) in articulating their community school plan, conducting their needs assessment, and securing their site coordinators. A huge part of this role is in authentic assessment of family needs and desires, and in taking an asset-based approach to building home-school community relationships.
July 16	September 2016	School Innovation, Director of Expanded Learning will organize professional learning strand for the site coordinators and school leadership teams, as well as a community advisory group. This work will seek to connect to community-based initiatives such as the Rochester-Monroe-Anti-Poverty-Initiative.
August 2016	October 2016	Develop a process for collecting, monitoring and addressing parent concerns and complaints.
August 2016	June 2017	Implement the DCIP Monitoring Plan for District Committee of Stakeholders and Tenet Teams

National PTA Standards

Standard 1	Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
Standard 2	Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.
Standard 3	Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4	Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
Standard 5	Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.
Standard 6	Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Appendix B:

Cost Estimates

Reminder: All expenditures must be ordinary, reasonable and necessary to meet the goals and intent of the grant.

Category	Example/Policy
Code 15: Professional Salaries	<ul style="list-style-type: none"> Teacher delivering PD: \$35/hr
Code 16: Support Salaries	<ul style="list-style-type: none"> Paraprofessional, Parent Liaison, Home School Assistant, Clerical and Custodial staff to provide services outside of contractual day: contract hourly rate
Code 40: Purchased Services	<ul style="list-style-type: none"> Per contract with external provider/vendor MUST FOLLOW RCSD CONTRACT PROCESS: Click here to access link. includes Monroe County conference registration fees and webinar fees
Code 45: Supplies and Materials	<ul style="list-style-type: none"> Materials/supplies: estimate at \$2.50 per person Light refreshments (ie: Wegman’s Card): estimate at \$4.50 per person Meals: applicable only if activity is longer than 2.5 hours and occurs during a normal meal time: maximum allowable per person: <ul style="list-style-type: none"> \$11.00 for dinner \$7.00 for lunch \$5.00 for breakfast
Code 46: Transportation/Travel* *Must fall within guidelines of RCSD Travel Procedures and be accompanied by completion of Conference Turn-Key Plan (See Appendix C).	<ul style="list-style-type: none"> Bus passes: \$3.00 per person (all day pass); \$1.00 per person (one-way pass) \$290 per bus for a 3-hour bus run (approximately 40 – 45 people) Parking (out of District only) Mileage (IRS rate of \$.535 per mile; travel to conferences only) Registration for conferences outside of Monroe County Lodging for conferences more than 60 miles from Monroe County Meals during travel for conferences (only applicable if meals are not provided at conference)
Code 80: Employee Benefits These are NOT health/dental benefits. They cover FICA, NYS retirement, worker’s comp and unemployment on per diem or hourly pay employees.	<ul style="list-style-type: none"> 19.75% on total for Code 15 (Professional Salaries) 24.85% on total for Code 16 (Support Salaries)

Appendix C:

Conference Turn-Key Plan

Purpose: Conferences are attended as part of ongoing, sustained professional development for parents. The following explains how conference attendees plan to turn-key their learning from conferences to educate and engage the greater parent community.

Conference Name:		Conference Date:		Conference Location:
Person(s) Attending:				
How does the content of this conference align with the overarching goals of the school for the current school year?				
How will information learned at this conference be turn-keyed to the greater RCSD parent community?				
When will turn-key take place?	Where will turn-key take place?	Who will be responsible for delivering turn-key training?	To whom will the turn-key training be provided?	How will the turn-key training be evaluated?