

2018-2019 Parent and Family Engagement Plan

School Name	Renaissance Charter School at Goldenrod
LEA	Orange County Public Schools

The following is to ensure school-level parent and family engagement plans meet the requirements of Section 1116(b) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Assurances

The above named school agrees to the following assurances:

- Involve parents of children served in Title I, Part A in decisions about how Title I Part A funds are spent;
- Carry out the programs, activities, and procedures in accordance with the definitions in Section 8101 of ESEA;
- Jointly develop/revise plan with parents and make available to the local community;
- Involve parents and families in planning, reviewing, and improving schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective engagement, and to review, if necessary, the school’s parent and family engagement plan;
- Provide each family with timely notice information regarding their right to request information on the professional qualifications of the student’s classroom teachers and paraprofessionals;
- Notify each family, in a timely manner, when their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher(s) who is out of field;
- Provide each family with an individualized student report about the performance of their child(ren) on the State assessments [ESEA Section 1116]

Mission Statement

<p>1. Does the mission statement include: How the parent and family engagement plan is a shared responsibility?</p> <p>How the parent and family engagement</p>	<p>Renaissance Charter School at Goldenrod will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide rigorous learning experiences that inspire students to reach their full academic potential <input type="checkbox"/> Foster higher levels of self-worth, and spark commitment to bettering our world in a safe and nurturing environment that cultivates our future leaders
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plan will assist in providing high quality instruction for all learners?	<p>As referenced in our mission statement, we strive to nurture our students and develop the whole child. We want to ensure our families are part of the process as we move from involving our families to truly engaging them within our school. Parental engagement is vital to the success of our students. By utilizing our student/family needs assessment and 2018 Spring Survey Results, we can ensure that we are effectively engaging parents and making them part of the decision-making process to make our school exactly what our students need. Our school's PFEP will be the bridge that links our school, families, and community to remain aligned with our vision, mission, and make meaningful connections between the school and out families/students. The PFEP will also assist in providing parents with opportunities to watch their students grow as leaders within the school.</p>
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Involvement of Parents

<p>2. Does the plan include: How the school will involve the parents and families in an organized, ongoing, and timely manner in the planning, review and improvement of Title I programs, including involvement in decision making of how funds for Title I will be used [ESEA Section 1116]?</p>	<p>Parents at Renaissance Charter School at Goldenrod are invited to participate in the development of the school's PFEP. The completed PFEP will be presented to our teacher and parent community for approval. This team will be instrumental in overseeing the Title I process, which includes the implementation and evaluation of the PFEP. This core group of parents, along with other community members, will be an important part of the decision-making process for school improvement, enlisting parents, engagement ideas, and family activities. Sign-in sheets will be utilized to document this parent involvement on a monthly basis.</p> <p>We will ensure that advertising and communication are done in a timely manner, using the following methods:</p> <ul style="list-style-type: none"> • The PRIDE weekly newsletter in English and Spanish • Student agendas • Flyers/Advertisements [Send Via Parent Link and paper copies in the front office area] • Grade level newsletters • School Website • School Facebook account • Email • School Marquee <p>We will offer participating parents and families the opportunity to brainstorm and plan for how to allocate Title I funds. Our parents and families will have opportunities to:</p> <p>Attend:</p> <ul style="list-style-type: none"> • School Advisory Council [SAC] meetings • Multilingual Parent Leadership Council [MPLC] meetings
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	<ul style="list-style-type: none"> • Annual Title I meeting <p>Participate In:</p> <ul style="list-style-type: none"> • PTC [Parent-Teacher Committee] activities <p>Review:</p> <ul style="list-style-type: none"> • School-wide data for funding decision making • Assess 2017-2018 Parent and Family Engagement Plan
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Coordination and Integration with Other Federal Programs

<p>3. Does the plan include: How the school will coordinate and integrate parent and family engagement programs and activities?</p> <p>How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]?</p>	<p>Renaissance Charter School at Goldenrod will use 2017-2018 Parent Survey data to plan for the integration of programs and activities based on parent feedback. Based on parent input, we have developed a master activity/program calendar to ensure that a variety of events, activities, and meetings are planned and communicated to our families.</p> <p>Types of activities to involve all parents and families:</p> <p>Cultural Building Events/Activities:</p> <ul style="list-style-type: none"> • Back to School BBQ • Father-Daughter Dance • Mother-Son Soiree • Hispanic Heritage month • Lions with Pride Ceremonies <p>Academic Events/Activities:</p> <ul style="list-style-type: none"> • Literacy Night • Math/Science Night • Science Fair • NWEA Night • FSA Night <p>Student-Led Events</p> <ul style="list-style-type: none"> • Student-led Conferences [2x per year] • School Musical • Love and Leadership Day
Program	Coordination
Pre-K Varying Exceptionalities ESE - IDEA	Set up ESE/504 table at Meet the Teacher Nights and at Open House, discuss parent activities, lead training on accommodations, and instructional support for parents and families during IEP, 504 meetings, and at academic nights.
Title I	At the school level, we will coordinate with the Title I Office to provide opportunities for parent involvement at home, school, and the community.

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Title II	The school will continue to work on informing parents of Common Core/Florida standards. Teachers will receive professional development on using standards to maximize instruction through Title II funds.
Title III	Provides funding for our ELL population using English in a Flash and Achieve 3000.
Title X	McKinney Vento Program provides support to our homeless students. The Student Service Coordinator will support our homeless student population.

Annual Parent Meeting

<p>4. Does the plan include: A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program?</p> <p>A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?</p> <p>A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?</p>	<p>Renaissance Charter School at Goldenrod will host its annual Title I meeting at the beginning of the school year to inform parents and families of the Title I program. Additional meetings will be held to inform parents. Additional meetings include:</p> <ul style="list-style-type: none"> • District School Choice handouts and policies • Right to Know brochure and resources • FSA Nights/Student growth and proficiency as measured by FSA <p>The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —</p> <p>(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;</p> <p>(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;</p> <p>(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;</p> <p>(4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;</p> <p>(5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;</p> <p>(6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are</p>
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	<p>meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;</p> <p>(7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;</p> <p>(8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;</p> <p>(9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;</p> <p>(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;</p> <p>(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and</p> <p>(12) affording parents substantial and meaningful opportunities to participate in the education of their children.</p>		
Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Advertise in school newsletter	Principal	August 2018	Copy of newsletter
Advertise on our school marquee	Principal	August 2018	Picture of marquee
Advertise on the school website	Principal	August – September 2018	Website Home Page
Creation of agenda and sign-in sheets	Assistant Principal	September 2018	Collection of sign-in sheets, resources, and agenda
Host Parent Meeting	Principal	September 19, 2018	Sign-In Sheets, Agenda, Meeting Minutes
Gather artifacts	Assistant Principal	October 2018	Upload documents to OCPS Title I department
Maintain Documentation	Assistant Principal Principal	Ongoing	Maintain documentation in binders in School Office

Flexible Parent Meetings

<p>5. Does the plan include: How will the school offer a flexible number of meetings, such as meeting in the morning or evening?</p>	<p>In the 2018 – 2019 school year, we are implementing Student-Led Conferences, which will be held in Quarter 1 and 3. We will also be implementing Leadership Notebooks through our involvement in The Leader in Me. Students will highlight their views of self, set Wildly Important Goals, monitor their learning, academic progress, and their leadership opportunities, and their celebrations. We will be flexible in our schedule and provide parents with 15-minute time slots to confer with their student and teachers. We will provide a variety of times and</p>
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<p>How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p>	<p>dates to ensure increased parent participation. We will also offer childcare and snacks.</p> <ul style="list-style-type: none"> • Morning, afternoon, and evening opportunities for Student-Led Conferences • Distributing a year-long calendar for parents which will be sent via Parent Link monthly • Conduct parent surveys in the Fall and the Spring
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Building Capacity

<p>6. Does the plan include: How the school will implement activities that will build the capacity for meaningful parent/family engagement?</p> <p>How will the school implement activities that will build relationships with the community to improve student achievement?</p> <p>How the school will provide material and training to assist parents/families to work with their child(ren)?</p> <p>How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]?</p>	<p>Renaissance Charter School at Goldenrod takes pride in building the capacity of all teachers and staff. We offer both internal and external professional development around parent and family engagement.</p> <ul style="list-style-type: none"> • Training Module 1 – The Importance of Parental Involvement • Training Module 2 – Building Ties Between Home and School • Training Module 3 – Implementation of Coordination and Parental Involvement Programs • Training Module 4 – Communicating and Working with Parents <p>We welcome all parents and community members through the implementation of activities during and after school to support our PTC and Additions Volunteers.</p> <p>Our Title I Coordinator will be the first point of contact for parents to receive resources, support, and activities that improve student achievement.</p> <p>Below are the specific tasks and activities that we will lead to build capacity for meaningful parent and family engagement.</p>
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Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Monthly Parent Meetings	Principal, Assistant Principal Goldenrod Parents	Parents and administration will engage in a variety of school-improvement topics. This includes budget, staffing, school programs, tutoring, and other academic activities.	Monthly, beginning October 2018	Flyers, Agendas, and Sign-in Sheets

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Personalized Learning Plans	All Stakeholders	Goldenrod teachers will drive their Personalized Learning Plans through their Leadership Notebooks. Teachers will work with students each quarter on selecting appropriate goals and tools to monitor those goals.	Quarterly	PLP's and Data to monitor
Curriculum Nights (NWEA and FSA)	Curriculum Resource Teachers and Administration	Parents will participate in various events that provide the framework for the various assessments given throughout the school year. We will provide parents with desired scores, portal access, and resources for support.	Twice per year November 2018 and February 2019	Flyers, Assessment resources, Agenda, and Sign-in sheets
Literacy Night	CRT, All Stakeholders	Families will have the opportunity to learn strategies to make their child a more effective reader.	December 2018	Flyers, Agenda, Newsletter, Sign-in Sheets
Math Night	CRT All Stakeholders	Families will be given the strategies on how to help their child master the math standards for their grade level.	January 2019	Flyers, Agenda, Newsletter, Sign-in Sheets
Science Night	CRT All Stakeholders	Families will have the opportunity to partake in hands-on Science activities with their children	March 2019	Flyers, Agenda, Newsletter, Sign-in Sheets

Staff Development

<p>7. Does the plan include: A description of the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, other school leaders and other staff: - with the assistance of parents/families, in the value and utility of</p>	<p>Renaissance Charter School at Goldenrod strives to build the capacity of all teachers and staff. Throughout the year, teachers will receive various professional development opportunities and workshops. Teachers receive Goldenrod's annual Professional Learning Community Plan, which offers a variety of learning experiences to improve their craft. Key elements include:</p> <ul style="list-style-type: none"> • Weekly Data Chats [How are we communication student data to parents? How can parents support students at home?] • Weekly Common Planning Meetings [How can we offer small group instruction based on student needs? How
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contributions of parents/families? - in how to reach out to, communicate with, and work with parents/families as equal partners? - in implementing and coordinating parent/family programs, and in building ties between parents/families and the school [ESEA Section 1116]?	are we communicating student progress and growth with families?] <ul style="list-style-type: none"> • Monthly differentiated Professional Development [Response to Intervention, Parents as Partners, Literacy and Math Best Practices] • Monthly Leader in Me Training [Culture and Character Education] • Parent Communication [Include in English and Spanish] 			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
School, Family, and Community Partnerships Professional Development Session 1	Principal Title I Coordinator	Increased understanding of the importance of effective partnerships and ways to foster those partnerships.	September 2018	Sign-in sheets, Power Point slides, exit slips
School, Family, and Community Partnerships Professional Development Session 2	Principal Title I Coordinator	Improved ability of staff to work with parents and families	November 2018	Sign-in sheets, Power Point, exit slips
School, Family, and Community Partnerships Professional Development Session 3	Principal Title I Coordinator	Increased parent and family participation in school activities which support student achievement	February 2019	Sign-in sheets, Power Point, exit slips
School, Family, and Community Partnerships Professional Development Session 4	Principal Title I Coordinator	Improved relationships, communication and collaboration between parents and school	April 2019	Sign-in sheets, professional text, exit slips

Other Activities

8. Does the plan include: How other activities, such as the parent resource center, the	Renaissance Charter School at Goldenrod will use various school resources to assist our parents and families with needs and concerns.
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<p>school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]?</p>	<p>ESE and Guidance Department provide resources on:</p> <ul style="list-style-type: none"> • Homeless Education • Retention/Pupil Progression • Counseling Services • ESE Services • Behavioral Support Services <p>District Parent Academies</p> <ul style="list-style-type: none"> • School will send out information for participation in district-hosted Parent Academies and Virtual Academies <p>ESOL Department</p> <ul style="list-style-type: none"> • Structure of what ESOL services and support entail at Goldenrod • Resources to use at home • Brochures in English and Spanish
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Activity/ Task	Person Responsible	Timeline	Evidence of Effectiveness
Parent Newsletters	Principal	Weekly	Parent Survey Data
Curriculum Nights	Assistant Principal CRTs	Quarterly	Parent Survey Data Exit Slips
Student-Led Conferences	Teachers and Admin	Quarter 1 and Quarter 3	Parent Survey Data Parent Sign In Sheets

Communication

<p>9. Does the plan include: How the school will provide timely information about the Title I programs?</p> <p>How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain?</p>	<p>Renaissance Charter School at Goldenrod will ensure timely communication about Title I programs through the following:</p> <ul style="list-style-type: none"> • Hosting Annual Title I Meeting • Conducting Monthly New Parent Orientation for new parents to the school to cover Title I Programs <p>Curriculum Resource Teachers, teachers, and other staff members will support our families to understand curriculum</p> <ul style="list-style-type: none"> • School Compacts • Student-Led Conferences • Power School [grades] • Student Agendas • Parent Link messages • Other school communication methods
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<p>How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)?</p> <p>How the school will submit parents/families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]?</p>	<p>Parents will be included in the formulation and decision-making through feedback using the following:</p> <ul style="list-style-type: none"> • One-on-One meetings with teachers • Monthly Conversations with the Principal • Parent Surveys [2x per year] • Participation in the SAC to review School Improvement Plan [SIP], Parent Engagement Plan [PFEP] <p>Based on parent feedback and input, we will make adjustments and present it at the monthly SAC meeting.</p>
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Accessibility

<p>10. Does the plan include: A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?</p> <p>A description of how the school will share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?</p>	<p>Renaissance Charter School at Goldenrod will provide a variety of parent and family engagement opportunities to promote participation in school activities. We will ensure multiple levels of access for parents and families. The following strategies will be used:</p> <ul style="list-style-type: none"> • Family Nights and Curriculum events will be presented in English and Spanish to meet the needs of our ELL students • Offer activities at multiple times throughout the day, including mornings, afternoons, nights, and Saturday's <p>Translated materials/presentations for all Title I information will be available to all families who need it. The school PFEP will be summarized and a copy will be sent home to all parents. The PFEP will also be available in the front office.</p> <p>For those with disabilities, the school ensures the access and use of the elevator. Wheelchair accessible entrances are available during school hours and during any before or after school activities.</p> <p>The school will ensure that information is available to our migratory families by making sure new students who enroll will be given all information about the school and our programming options.</p> <p>We will share all school-wide information through the following best practices in multiple languages in order to reach the highest number of parents and families:</p> <ul style="list-style-type: none"> • The PRIDE Newsletter
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	<ul style="list-style-type: none"> • Student Planners • Flyers • Newsletters • Parent Link messages • Email • School Marquee
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Discretionary Activities (optional)

11. Does the plan include: Any activities that are not required, but will be paid for through Title I, Part A funding (for example: home visits, transportation for meetings, activities related to parent/family engagement, etc.)	N/A			
Activity/ Task	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness

Barriers

12. Does the plan include: A description of the barriers that hindered participation by parents/families during the previous school year? A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and	<p>We will use the 2017-2018 Parent and Family Engagement Plan and accompanying feedback to gauge barriers to parent and family engagement.</p> <ul style="list-style-type: none"> • Language [Limited English Proficiency] • Access to events/training • Consistent communication • Transportation <p>Below are the steps we will be taking to combat these barriers:</p>
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parents/families of migratory children [ESEA Section 1116]?		
	Barriers (Including the Specific Subgroup)	Steps the School will Take to Overcome
	Limited English Proficiency	Translated materials will be provided at all events, we will have staff members who can translate meetings and school information, and conduct multicultural evenings and events.
	Transportation – We are a charter school that does not have busses.	Conduct events at different times of the day, hold weekend events, help provide homeless families with free before and after care.
	Access to events/training	Host school-wide events at various times of the day and on weekends. Offer the same event more than once.
	Consistent Communication	Increase touchpoints with parents and send updates, events, and important information weekly.

School-Parent Compact

<p>13. Does the plan include: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement?</p>	<p>We will provide a scanned copy of our School-Parent-Compact and evidence of parent input in the development of the compact.</p>
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Adoption

The Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by

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

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

Signature of Authorized Personnel	
Date	

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

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

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