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 parent and make available to the local community;
* Involve parents and families in planning, reviewing, and improving schoolwide program plan;
* Use the findings of 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**

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| **1. Does the mission statement include:**  How the parent and family engagement plan is a shared responsibility?  How the parent and family engagement plan will assist in providing high quality instruction for all learners? | At Orange County Preparatory Academy our mission is to provide students with a challenging program which emphasizes scientific inquiry, critical thinking, understanding of mathematical concepts and effective communication using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. |

**Involvement of Parents**

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| **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]? | OCPA will facilitate workshops and events throughout the school year; to provide parents with strategies and techniques that they are able to use at home to enrich their child(ren)’s learning. Orange County Preparatory Academy uses the following methods:   * Communication in English and Spanish * Student planners * Flyers * Newsletters * Swift messages * School website * Email * Electronic communication tools: Remind, Class Dojo, etc.   At OCPA parents and families are involved in the planning, review and improvement of Title I programs, including involvement in the decision making of how funds for Title I will be used by:  **Attending**   * School Advisory Council (SAC) meetings * Multilingual Parent Leadership Council (MPLC) meetings * Title I Annual Meeting   **Participating In**   * Parent and family engagement capacity-building activities   **Reviewing**   * Academic data * Previous school year Parent and Family Engagement Plan |

**Coordination and Integration with Other Federal Programs**

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| **3. Does the plan include:**  How the school will coordinate and integrate parent and family engagement programs and activities?  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]? | Orange County Preparatory Academy will coordinate and integrate parent and family engagement programs and activities through a host of planned events throughout the school year. These activities will teach parents how to help their child(ren) at home through the implementation of various best known practices that are linked to learning. Below you will find the delineated program and coordination for each school-based program. |
| **Program** | **Coordination** |
| Migrant Services | The school will identify the families that are receiving Migrant Services and will provide them with information about trainings regarding the Leadership Academy for Migrant Participants (LAMP). We will provide resources such as clothing, school supplies, and food as needed. |
| Title I | We will provide training sessions to parents through the Parent Academy offered by OCPA. In addition, we will have our Annual Title 1 meeting and SAC meetings to provide parents information regarding their children’s education. Additionally, the virtual parent academy meeting in May is also offered to families. Flyers, phone messages and communication through the PTO and SAC are used to inform and encourage parent participation. |
| Title II | Professional trainings and workshops are provided to teachers and staff members to promote positive relationships between parents and the  School. |
| IDEA | Supplemental instruction and academic support is reviewed with parents of ESE students during the planning and development of the IEPS and 504 plans. |
| Title III | Through the Multilingual Parent Leadership Council and Multilingual Parent Liaison, we are going to provide trainings and workshops to parents about English Language Development, tests, supporting their children to succeed in school. |
| Title X | McKinney Vento Program provides support to our homeless students. |

**Annual Parent Meeting**

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| **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?  A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?  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? | Orange County Preparatory Academy will host an annual Title I meeting to inform parents and families of children participating in Title I program at the beginning of the school year. We will host a single meeting to educate parents via the following methods:   * Annual Yearly Progress (AYP) via PowerPoint Presentation and handouts * School Choice via district handouts and policies   The rights of parents via brochure and other resources.  Parents and families are informed of the nature of the Title I program by the following statement:  Title I schools receive services from the largest federal aid to education program in existence. Title I has been in existence since 1965 and continues to level the academic playing field for children victimized by poverty. Title I funds provide services and educational programs to help students achieve. Title I/Migrant Programs administer in excess of $500 million in federal funds to school districts and agencies in Florida for high quality supplemental instruction and support services for educationally disadvantaged children. Our mission is to provide leadership and technical assistance to local education agencies (LEAs) and local operating agencies (LOAs) to implement programs and services that 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. We provide service to local school districts, agencies, private schools and local neglected and delinquent institutions for Title I, Migrant, and Homeless Programs.  For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at <http://www.fldoe.org/bsa/title1/title_compile.asp> and le our district’s Title I website <https://www.ocps.net/departments/title_i>.  Below are the specific steps that OCPA will take to conduct the Title I Annual Meeting. | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Notices sent home to parents in English  and/or other languages | Title I Coordinator | August 31, 2020 | Copy of notice with date of dissemination |
| Agenda and  presentation materials  developed | School Administrators | September 7, 2020 | Copies of agenda |
| Swift message sent | School Administrators | September 7, 2020 | Copy of message |
| Develop sign-in sheets | Title I Coordinator | September 11, 2020 | Sign-in sheets for classrooms |
| Conduct Title I Annual Meeting | School Administrators | September 11, 2020 | Copies of agenda and handouts |
| Maintain documents | Title I Coordinator | September 11, 2019 | Copies of all documents |

**Flexible Parent Meetings**

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| **5. Does the plan include:**  How will the school offer a flexible number of meetings, such as meeting in the morning or evening?  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]? | The administrative team and staff of OCPA believe wholeheartedly that parent involvement is an integral part of successful student achievement. Parent participation is a major priority in the area of parent-teacher conferences and family activities. The staff at OCPA have developed a plan to offer parent meetings on a flexible schedule to accommodate the working parents.   * Morning, afternoon and evening opportunities for activities and teacher conferences * Developing and distributing a yearlong calendar in the first weeks of school and update as needed * Conduct parent surveys and use results to accommodate most requested times for school-wide activities   Report Card Conferences are offered quarterly at the end of the 3:30pm to 7:00pm.  In addition monthly SAC/PTSO meetings held at 9:00am and 6:30pm. Educational workshops, IEP meetings are scheduled in the mornings or evening to provide opportunities for both parents and teachers to participate. Home visits are conducted throughout the year with the social worker, counselor, and administration upon request or when needed.  As it pertains to services related to parent and family engagement, the school will provide the following: |

**Building Capacity**

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| **6. Does the plan include:**  How the school will implement activities that will build the capacity for meaningful parent/family involvement?  How will the school implement activities that will build relationships with the community to improve student achievement?  How the school will provide material and training to assist parents/families to work with their child(ren)?  How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | OCPA takes pride in building the capacity of all key stakeholders who play a vital role in the academic success of our students. We provide both internal and external workshops and activities that strengthen these relationships throughout the school year. Our doors are open to the community through the implementation of activities during and after school that community members and organizations can volunteer to provide support.  Our Parent Engagement Liaison (PEL) will be a main point of contact for parents to receive resources, support, and information about activities that engage parents and family.  Below are the specific steps that OCPA will take to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Cultural Events: Multi-Cultural, Hispanic Heritage, Black History Month and other events | Instructional Staff and parent volunteers | Will increase the background knowledge of students, parents, and faculty as it pertains to diversity present at our school. | October 2020-May 2021 | Flyer, Parent Swift Ed, Website, Facebook, Handouts |
| Winter Concert, Spring Concert, and Drama Productions | Instructional Staff and parent volunteers | The culturally rich programs will enhance parent knowledge, as well as promote students’ self-esteem and enrich their cultural awareness. | December 2020-May 2021 | Flyers, Parent Swift, Website, Facebook, Handouts |
| Family Night Series (Reading, Math, Writing, Science, STEAM) | Science Coach and Teachers | Students will engage in hands on activities which will facilitate development of key content-area components, additionally, these engaging activities will enhance student and parent motivation along with their self-esteem. The products of the activities will be displayed in classrooms and during other events. | May 2021 | Flyers, Parent swift, Facebook, Sticker Reminders |
| Parent FSA Information Session | Instructional Coaches | Parents are provided with vital information regarding the various assessments administered (FSA, MAP, CAPE, WIDA Access 2.0) throughout the year during Multilingual PLCs. Parents are also given various techniques and strategies to support the students as they build their self-confidence and increase student achievement. During IEP meetings parents are informed of the accommodations that are provided during testing. | January 2021 | Smart Board Presentation “Power Point”, Swift ,Sign In Sheet, Website, Facebook, Flyers, Sticker Reminders |
| Multilingual Parent Leadership Council Meeting: Parent and School Support, Tips to help with homework and technology support. | CCT | Parents off ELL students will be provided with various resources and strategies to assist their child with their academic and social needs throughout the school year. | August 2020-May 2021 | Sign in sheets, Handouts, Flyers, Agenda, Minutes |
| ESOL workshops | CCT Contact Multilingual Parent Leadership Council | Parents will be offered multiple opportunities to participate in trainings. | October 2020- March 2021 | Parent Sign In Sheet, Flyer, Agendas, Website, Facebook |
| Report Card Conference Night | Instructional Staff | The instructional teachers will schedule individual conferences to discuss each child’s academic, goals, expectations, social and emotional needs for the school throughout the year. | October 2020-May 2021 | Facebook, Parent Sign In, Swift , Sticker Reminder, Flyer |

**Staff Development**

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| **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 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]? | OCPA strives to build the capacity of all school staff. Throughout the year, various professional development activities are provided to educate the teachers, specialized instructional support personnel, administrators, other school leaders and other staff to build capacity in parent and family engagement.  Below are the specific activities and tasks that OCPA will implement to build capacity for meaningful parent and family engagement. | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Overview of PFEP to faculty and staff | School administration, Title I coordinator | Information and strategies received will lead to increase our parental involvement and hence student achievement | October 2020 | Parent Feedback |
| Different levels of parent engagement at faculty meeting and Title l staff training module | School administration, Title I coordinator | Teachers are going to be able to identify the different levels of parent engagement and plan accordingly in order to increase student achievement | February 2021 | Teacher and parent feedback |
| Effective communication with parents at staff meetings | School administration, Title I coordinator | Communication among parents, students and teachers is going to lead to higher student achievement | Annually | Teacher and parent feedback |
| Involve staff in the joint of the PFEP and the process of school review and improvement | School administration, Title I coordinator | To establish the understanding that the parental engagement and parent communication with the school | Ongoing | Teacher feedback |
| Additions volunteering coordinator training through email | School administration, Title I coordinator | Volunteer coordinator will learn effective procedures for managing volunteers who assist at school in order to increase student achievement | Ongoing | Teacher and parent feedback |

**Other Activities**

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| **8. Does the plan include:**  How other activities, such as the parent resource center, the school will conduct to encourage and support parents and families in more meaningful engagement in the education of their child(ren) [ESEA Section 1116]? | OCPA will use various school resources to assist parents and families with their needs. The following are some of the school resources available to parents and families:   * The ESE and Guidance office have a resource center that includes information about but not limited to the following   + Homeless Education   + Retention   + Counseling Services Exceptional Education Services   + Behavioral Support Services   + And other resources outside of the school * The Media Center offers computer access to allow students and parent’s access to district applications and other materials during extended hours weekly. * District Parent Academy and Virtual Academy events offered throughout the year.   + Below are the specific activities and tasks that OCPA will use to encourage and support parents and families in more meaningful engagement in the education of their child(ren). | | |
| **Activity/ Task** | **Person Responsible** | **Timeline** | **Evidence of Effectiveness** |
| Media center | Librarian, Parent Engagement Liaison, CRT | Throughout the school year | Promote and support responsible parenting, enables parent to check out material for extra practice and enrichment at home. |
| Daily availability for Addition Volunteer Sign-Up | Clerks, Parent Engagement Liaison | Throughout the school year | Assist parents with Addition Volunteer Sign-Up and provide information |
| Virtual Academy | Parent Engagement Liaison | February 2020 | Parent registration, Media Center Sign-in sheet |
| Parent Academy | Parent Engagement Liaison | Throughout the school year | Pictures, Parent Registration, Flyers |

**Communication**

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| **9. Does the plan include:**  How the school will provide timely information about the Title I programs?  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?  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)/  How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | OCPA will maintain timely communication about Title I programs through the following:   * Hosting the Title I Annual Meeting * Conducting monthly New Parent Orientation for parents new to the school to cover Title I programs   Teachers and other staff members will support parents’ understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:   * School Compact * Report Card Nights * Progress Book * Planners * Parent Conferences * School Advisory Council and PTSO * Swift Messages * And other school communication methods   Parents will be included in the formulation of suggestions and decision making through the following:   * One-on-one meetings with teachers, administrators, and/or support personnel * Parent Surveys * Participation in SAC to review the School Improvement Plan (SIP), Parent and Family Engagement Plan (PFEP), and School Compact   If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and needed updates. |

**Accessibility**

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| **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?  A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand? | OCPA will establish a host of opportunities for parents and families to participate in school activities through ensuring multiple levels of access for parents and families. The following methods will be used:   * Family Nights will be presented in multiple languages to services our ELL families. * Offer activities at multiple times throughout the day for parents and families to participate during the morning, evening and afternoon.   We will share information through various best known practices in multiple languages in order to reach the highest number of parents and families. The following outlines some of those methods:   * Home-to-school and school-to-home communication in English and/or other languages * Student planners * Flyers * Newsletters * Swift messages * School Website * Email * And other known best practices as needed |

**Discretionary Activities**

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| **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.) | OCPA will utilize Title I, Part A funding for additional activities to support student achievement. Although not required, these activities support student achievement.  Below are additional activities and tasks that OCPA Elementary will implement that are funded by Title I, Part A | | | |
| **Activity/ Task** | **Person Responsible** | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Provide training opportunities to parents to enhance the engagement of other parents. | Principal;  instructional staff | Increase the engagement of parents and their knowledge of student’s level of performance and needs in the classroom. | Ongoing | Sign-in sheets,  Parent program survey |
| Maximizing Parental Engagement and participation in their children’s education by arranging school meetings at a variety of times, or conducting in home conferences between teachers or other educators, who work directly with participation children, with parents who are unable to attend those conferences at school | Principal, Guidance Counselor and Parent Engagement Liaison | The goal is to build a strong relationship between the school, home and community to help all students succeed | October 2019 – May 2020 | Sign-in sheets,  Parent program survey |
| Developing appropriate roles for community based organizations, businesses, and including faith-based organizations, in parental involvement activities | Pie Coordinator and Parent Engagement Liaison | Provide parents with items that will help students be more successful at school and at home | August 2019-May 2020 | Sign-in sheets,  Parent program survey |

**Barriers**

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| **12. Does the plan include:**  A description of the barriers that hindered participation by parents 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 parents/families of migratory children [ESEA Section 1116]? | OCPA, after reviewing the previous years’ Parent and Family Engagement Plan and accompanying feedback, acknowledges the existence of the following barriers to parent and family engagement:   * Transportation * Language * Education * Economically disadvantaged   Below are the specific steps that OCPA will take to address barriers that existed in the previous year. | |
| **Barriers (Including the Specific Subgroup)** | | **Steps the School will Take to Overcome** |
| Parents’ work schedule and transportation (FRL) | | Provide trainings at different dates and times throughout the year. Swift calls to follow up. Motivate parents to check students’ agendas during our Title 1 annual meeting |
| Parents’ lack of motivation to attend school activities (FRL, ELL, SWD) | | Educating and informing parents the importance of attending school events, imbed academic strategies in non-academic activities. |
| Limited English speaking parents (ELL) | | Offer and provide Spanish translation as needed. |

**School-Parent Compact**

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| **13. Does the plan include:**  As a component of the school-level parental involvement 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? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.** |

**Adoption**

The parental involvement policy/plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidence by

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

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

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| **Signature of Authorized Personnel** |  |
| **Date** |  |

Provide evidence that this policy/plan has been developed with the input from parents based on the review of the previous school years Parent and Family Engagement Plan if applicable.

The following documents can be submitted as evidence:

* Parent survey of previous year’s events and activities
* Any SAC and PTA artifacts where Title I/PFE topics were on the agenda
* Parent Feedback Summary of PFEP Evaluation
* Parent and Family Engagement Activities Tracking Form