**Title I, Part A 2020-2021 Parent and Family Engagement Plan for**

**Orangewood Elementary School**

1, Jami Browder

do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of **assurances for these waivers**. Furthermore, all applicable statutes, regulations, and procedures, administ**rative and** programmatic requirements, and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project and will not be used for matching funds on this or any special project, where prohibited.

**Assurances**

**Parent Consultations**

The school shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**Certifications**

The school will inform*/*notify parents (in a timely manner) of each student attending a Title I school that they have the right to request information about their child's classroom teacher and, if applicable, the services provided by their paraprofessionals, as well as the paraprofessionals qualifications.

The school will notify parents when a child is taught for 4 or more consecutive weeks by a teacher who is non-state certified or state-certified but teaching out-of-field by providing a written notification to each parent in a timely manner. This notification should be timely and in letter form on school letterhead. Newsletters are not always timely and bring about providing information about a teacher's qualification for a specific **classroom or** grade that does not affect all parents. Notification may be disseminated via student backpack, U.S. mail, and meeting with parents.

**School Parent and Family Engagement Policy**

The school will jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurance 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and **the sch**ool.

**Policy In*v*olvement**

The school will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to **be involved.**

The school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental involvement.

The school will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school m**ay use that process**, if such process includes an ade**quate representati**on of parents of participating children.

The school will provide parents of participating children with:

•

a timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of acade**mic assessment used to measure student** progress, and the achievement levels of Florida's challenging academic standards; and 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, and respond to any such suggestions as soon as practicably possible.

If the schoolwide program plan under section 1114(b)is not satisfactory to the parents of participating children, the parents may submit any parent comments on the plan when the school makes the plan available to the LEA.

**Shared Responsibilities for High Student Academic Achievement**

The school will 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 and the means by which the school and parents will build and develop a partnership to help children achieve the Florida's challenging academic standards. Such compact shall

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be **res**ponsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions rel**ating** to the education of their children and positive use of extracurricular time;

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum

**parent-teacher conferences in elementary schools, at least annua**lly, during which the compact shall be discussed as it re**lates to** the individual child's achievement; **frequen**t reports to parents on their children's progress; **reas**onable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

**Accessibility**

The LEA ensures in carrying out the parent and family engagement requirements of this part, LEAs and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

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9/29/2020

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**Signature of Principal or Designee**

Date Signed

**Parent and Family Engagement Plan**

In support of strengthening student academic achievement, Orangewood Elementary receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESS*A*). The policy establishes the school's **expectat**ions for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The Orangewood Elementary agrees to implement the following requirements as outlined by Section 1116:

Involve families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school improvement plan under Section 1114(b) of the Every Student Succeeds Act (ESSA). Update the school parent and family engagement policy periodically to meet the changing needs of families and the school, distribute it to the families of participating children, and make the parent and family engagement policy available to the local community. Provide full opportunities, to the extent practicable, for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language families understand. If the school improvement plan under Section 1114(b) of the ESSA is not satisfactory to the families of participating children, submit any family comments on the plan when the school makes the plan available to the local educational agency*.* Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of families in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

*(*A) families play an integral role in assisting their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory

committees to assist in the education of their child; and (D) other activities are carried out, such as those described in Section 1116 of the ESSA.

**JOINTLY DEVELOPED*/*INVOLVEMENT OF PARENTS**

Orangewood Elementary will take the following actions to involve families in an organized, ongoing, and timely manner in the planning, review*,* and improvement of Title I programs, including opportunities for regular meetings, if requested by families, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

**Orangewood Elementary continues to work towards developing a culture that both informs and empowers our parents and families. The Main focus is to engage families in becoming partners with the school to support student leaning. Our SAC meetings embody this pro**cess **via a cohesive action plan for communicating, training, and reflecting about our Title I programs as well as professional development opportunities. The school facilitates, throughout the course of the year, numerous activities and opportunities for parents to learn about the various aspects of our school community as it relates to student academic achievement. For parents unable to attend, the necessary** information will be available throu**gh articles posted on the school website and/or school newsletter. A parent and family policy will be distributed to all families. Attendance logs, and meeting minutes are utilized during these activities to monitor parental participation and a parent involvement plan input forin will be provided after each meeting.**

**ANNUAL TITLE I MEETING**

**Arandaw*o*od Elamentanu will take the following actions to c*o*nduct an annual meeting at a convenient time and encourage and invita allfamilias**

Parents will become involved in developi**nent, review, and improvem**ent of Title 1 progra**ms through various activities throughout the academic** year including, but no**t limited to Annual** Title I meeting, School Advisory Council (SAC) meetings, and School Improvement Plan C**ommittee.** During these meeting parents and families will receiv**e information on curriculum, assessme**nts, school grade, and rights of p**arents.**

Orangewood Elementary School works to maximize family engagement by offering meetings in a flexible format. First and foremost, we provide meetings at various times throughout the day. Meetings held in the mornings, during school hours, and in the evening to accommodate parents who have varied work schedules.

Our annual Title I Meeting will be held on Sept. 29. Separate documen**tation for announcements, agendas, mee**ting minutes and sign in **sheets titled "An**nual Tittle I Meeting" will be submitted for compliance and each family will receive a Parent and Family Engagement Plan input form to fill out

the school parent and family engagement plan, the schoolwide plan (SIP).

**COMMUNICATIONS**

**Orangewood Elementary** will take the following actions to provide families of participating children the following:

Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement. Information related to the school and parent programs, meetings, and other activities, is sent to the families of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the families can understand: Parent Involvement is crucial for developing **awareness and communication** between families as well as str**engthening the parent to** school partnership. Bi-lingual personnel (English/Spa**nish is the most common format) is provided on an on**-going basis to assist parents that may have limited English pro**ficiency and or special needs. A Haitian Creole translator is available on site. We also provide some of** our virtual events during school hours and evenings to allow parents the opportunity to attend. Some of the options our school pro**vides to increase pare**ntal involvement for parents that may have limited English proficiency, disabilities, or migratory children include: (1) Translation services; (2) School Messenger; (3) Newsletter; (4) Report Cards; (5) School Reports- all of which re provided in a bilingual format (if applicable: i.e., English /Spanish/Haitian-Creole), In the event of a parent with special need**s proving at** nely no**tification of** such need will allow for us to contact the District Office **to provide a reasonable accommodation. Attend**ance logs, surveys, and meeting minutes are utilized during these activities to monitor parental participation and request additional input.

**SCHOOL-PARENT COMPACT**

**Orangewood Elementary** will take the following actions to jointly develop with families of participating children a school-parent compact that

outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards.

**Orangewoo**d Elementary will revise, evaluate, and develop the School-Parent Com**pact, parenta**l input will be col**lected and** analyzed annuall**y via parent surveys and pare**nt invol**vement activities, meeting**s, and Parent and Family Engagement Plan input form **to devel**op plan modificatio**ns if necessary**. Parents will be informed of the **revised Compact an**d will be approved at our virtual SAC **meeti**ng in Sept, 2020. All documentation will b**e downloaded in the Title 1 Crate.**

**RESERVATION OF FUNDS**

**Orangewood Elementary** will take the following actions to involve the families of children **served** in Title 1, Part A schools in decisions about how

the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Orangewood Elementary will conduct a meeting in which the parents comprise 51%, will review, evaluate and provide feedback on how Title I funds should be allocated to parent Involvement activities. Parents are invited to provide their input in relation to Ti**tle 1 programs** during the open forum sections during Annual Title 1 meeting.

**COORDINATION OF SERVICES**

**Orangewood Elementary w**ill, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and

activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent **resou**rce centers, that encourage and support families in more fully participating in the education of their children by:

**Orangewood Elementary partners with several co**mmunity organizations. Hoops on Mission is a mentorship pro**gram based in Fort M*y*ers, Mentors come once a week to mentor students and to play basketbal**l with them. They work on building relationships wi**th students and discuss** topics such as the importance of doing well i**n school and being respectful to teachers and family members. Our Reading Pals Program brings in volunteers to read wi**th at-risk stu**dents. They come weekly to meet with students**, build relationships an**d read together. Orangewood also partners with the Wesleyan U**nited Methodist Chur**ch next d**oor, which hosts the **New Horizons tutoring and mentoring program and w**orks with **Orangewood students. Twice a week, students attend after-sch**ool tutoring wi**th mentors. This mento**rship program is designed to continue throughout a child's schooling **career, eventually assisting the fa**mily with the college app**lication process.**

**Unfortunately, d**ue to COVID-19, Hoops on a Mission and Reading Pals will not be operating in the building for the **foreseeable future.**

**Evaluation of the 2019-2020 Parental Involvement Acti*v*ities 2019-2020 Building Capacity Summary**

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children (Section 1116)]. Include participation data on the Title I annual meeting.

**Activit**

**Content and Type of Activity**

**Number of Activities**

**Number of Participants**

1

Open House

**498**

**Impact on Student Achievement** Provide information to families regarding academic expectations and school procedure*/*policies. Increase level of involvement of parent to become active in the decisions made at school

*2*

SAC Meeting

3*0*

3

Family Math/Reading Night

**132**

and strategies to help their children academically. Parents and children will track testing data to see which a**reas need** improvement

4

Leader in Me

**74**

|Annual Title 1 Meeting

6

Vocabulary Pa**rade**

585

*7*

3rd Grade FSA Parent Night

core curriculum and everyday language. The benefits to the school **and students producing results year after year. Increase level o**f involvement of parents to become active in the decisions made at the school. Educ**ate parents regar**ding what is a Title 1 school. Students*/*families choose a vocabulary word and then **dress up** like the word. They learn not only their word but are **exposed to** hundreds of others at the parade, Parents learn what the FSA, including the different sections of the test, how questions are worded. Parents are shown how the students are being prepared for the test. And what they can do at home to help. Students share what they have learned which include, songs, poetry readings, book reports with parents, families and **classmates.** During **this event we have guest readers fr**om within the community read and ta part in a day of fun activities at the school. Parents are provided information regarding the academic expectation and progress of their children. They have a binder and a rubric to follow, which **takes place at var**ious times of the da*y.* Provide information to parents on how they can help their children **to establish a strong acade**mic foundation starting in Kindergarten. **Research based str**ategies and tips are shared with parents. Provide parents the opportunity to be involved in academic setting.

8

Black History Parent Night

220

**9**

**Read Across America**

**42**

10

Student Led Con**ferences**

***6*7**

11

Kindergarten Round Up

95

**12**

**Reading Pals**

**Mentors read** with struggling readers

**82 Total: 101**

**12 Total: 1,836**

**Anrimmermann**

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**2019-2020 Staff Training Summary**

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties **between parents** and the school (Section 1116)].

**Activity**

**Content and Type of Activity**

**Number of Activities**

**Number of Participants**

**Impact on Student Achievement**

1

Pre-school whole staff training

32

2

Leader In Me Parent Night Training

**3**

Hoops On Mission Training/Who to refer to the ha program

30

Teachers were reminded of best practices of reaching out and communicating with families early and often. Teachers talked with parents about how the Leader In Me program is implemented at school and how they could use the same language at home. This community organization works with Orangewood students to mentor students and connect with families to improve communication between home and school while building relationships with students. Students who are food insecure have a harder time concentrating on academics. This program attemp**ts to assist** with those insecurities throughout **each weekend. It also** reaches out to parents to build relationships and trust be**tween** the school and the home. Improve the ability of staff to work effectively with paren**ts and** families. Provide information to parents about expectations and how they can help their children.

Food Backpack Program Training/Recognizing who may need assistance, how the program *W*eekly **works**

5

Train-the Trainer Workshop

6

Parent Involvement Ne**wsletter resear**ch articles 1

Parent Involvement Specialist as Resources training for teachers on Student Led Conferen**ces**

30

Improve the ability for staff to facilitate student le**d conferences** to be successful; to facilitate the connection between student and family, to help the family understand what students' achievements are and also challenges so that they can help at home. **Surveyed parents to see** what our areas of strength and challen**ges were.**

**8**

**Marzano Training**

**58**

Total: **varies**

Total: 230

**2019-2020 Barriers Summary**

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically dis**advantaged, are disabled, have limited** English proficiency, have limited literacy, or are of any racial or ethnic minority background) (Section 1116].

**#**

**Barrier (Including the specific subgroup)- Be specific** Parents who are economically disadvantaged, stated as a barrier the scheduling and lack of time to volunteer, attend meeting, or joining parent committees in the school.

Parents who economically disadvantaged, identified as a barrier that child care is no**t provided at meetings.** Parent with limited English proficiency exhibited difficulties **understanding speakers at meetings.** Covid-19 pandemic forced virtual instruction. Building was closed, all linteractions were via computer/phone

**Steps you put in place to overcome barriers - Be specific** Be flexible in our scheduling so we can provide morning and evening meeting to allow parents the opportunity to attend. Provide on or school website posting of PTA and SAC minutes for parents. Parent Involvement information will be provided in the monthly school newsletter. Provide childcare during meeting utilizing teachers or PT*A/*SAC **members as** volunteers. Provide printed materials in bilingual format (i.e., English*/*Spanish or Haitian Creole) during meetings and provide interp**reters at meetings.** Attempts made at parent contact through phone.

**Evidence-Based Interventions/Strategies**

Evi**dence-based** interventions are practices or programs tha**t have evidence to** show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies **and resear**ch. Under ESS*A*, there are four tiers, or **levels, of evidence:**

**•Tier 1 -Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

**• Tier 2-Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.

**• Tier 3 -Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**•Tier 4 -Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and **have som**e effort underway by a SE*A*, LE*A*, or outside research organization to determine their **effectiveness.**

**NEW 2020-2021 Parental Involvement Activities**

**2020-2021 Building Capacity Activities**

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of pare**nts and to support a partner**ship among the school involved, parents, and the community to improve student academic achievement (Section 1116)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic a**chieveme**nt (Section 1116)).Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 a**s parents may request [S**ection 1116)].

**Parent-teacher conferences in elementary schools, at least annually, d**uring which the compact shall be discussed as it re**lates to t**he individual child's achievement;

**Anticipated Impact on Student**

**Achievement**

**Activity Content and Type of Activity Person Responsible**

**Timeline**

**Evidence of Effectiveness and Tier**

**(see previous page)**

**Cost Associated with**

**Activity**

5,600

Open House (virtually)

|Administration, Teachers, Support Staff

Zoom logs

Annual Title 1 Meeting |(virtually)

Administration, Teachers, Support Staff

**el**

School Messenger Log, Zoom log

**N**

3

Curriculum Night Kvirtually)

Administration, Teachers, Support Staff

School Messenger Log, Zoom log

Student Led Confer**ences** virtually)

Administration, Teachers, Support Staff, Pa**rents**

Zoom log

600.00

Increase level of involvement of parents to become active in the August decisions made at school **Increase level of invol*v*ement of** parents to become active in the decisions made at the school. September Educate parents regarding what is a Title 1 school. **Increase lev**el of involvement of parents to become active in their October child's academics. Students will lead their parents

November*/* through their data and be able to

March discuss strengths**, weaknesses and** goals. Parents learn about what the FSA test is, including the different sections of the test, how questions are worded and how students are

January being prepared for the test, Information also includes how parents can help their children to be successful on the FSA. Students will communicate **standards** and testing expectations and strategies to help their children

**January** academically. Parents and children will track testing data to see which **areas need improvement.** Parents are provided information regarding the academic expectation and progress of their children. They November **have** a binder and a rubric to follow, March which takes place at various times of the day*.*

5

3rd grade FSA Parent Night **(virtually)**

Administration, Teachers, Parents, Students

Flyers, Handouts, Sign in Sheets, Parent and Family Engagement Input Plan

1,100.00

Family Math*/*Reading Night Kvirtually)

Administration, Teachers, Parents, Students

Flyers, Handouts, Sign Jin Sheets, Parent and Family Engagement Input Plan

Student Led Conferences (virtually)

Administration, Teachers, Parents, Students

Flyers, Handouts, Sign in Sheets, Parent and Family Engagement Input Plan

30.00

Kind**ergart**en Round Up (virtually)

Administration, Teachers, Parents, Students

Provide information **to parents on** how they can help their child**ren to** establish a strong academic foundation starting in Kindergarten. **Research based strategies** and tips **are sh**ared with parents. Provide **par**ents the opportunity to be involved in academic setting.

May

Flyers, Handouts, Sign in Sheets, Parent and Family Engagement Input Plan

**2020-2021 Staff Training Activities**

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to **reach out t**o, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools (Section 1118(e)(3)].

**Activity**

**Content and Type of Activity**

**Person Responsible**

**Evidence of Effectiveness**

**and Tier**

1

Pre-school training

ami Browder

3

Food Backpack Program

Parent Involvement Coordinator

**Anticipated Impact on**

**Timeline Student Achievement** Increased communication Pre-school week with parents and families Teachers and staff will learn about how the food backpack program works Sept*/*Oct and how to refer students if **needed.** Staff will work to implement Marzano scales in both reading and math. Scales will help students to better

October recognize their level and **how to push themselves to** the ne**xt levels, increasing** their ach**ievement levels** Improve the ability for staff to facilitate student led **conferences to be** successful; to facilitate the

eme Nov/Feb **connection between** student and family, to help the family understand what **students' achievements are**

**4**

Marzano Training

Nami Browder

5

Parent Involvement Specialist as Resources training for teachers on Student Led Con**ferences**

Parent Involvement Specialist

2

and also challenges so that they can help at home.

S

Train-the Trainer Workshop

Nami Browder

**Teachers are reminded of best practices of reaching** out and communicating with families early and often. August Increased communication **can mean increased** student achievement. Provide information to parents about expectations

Monthly and how they can help their children.

Parent Involvement Ne**wsletter research articles**

Nami Brow**der**

2