

2019-2020 Parent and Family Engagement Plan

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| School Name | Three Points Elementary School |
| 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 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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| <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>The mission of Three Points Elementary School is to lead our students to success with the support and engagement of families and the community. Three Points Elementary feels strongly that parent and family engagement is a driving force in a child's education and is a shared responsibility.</p> <p>We are committed to working jointly with parents and family to develop a plan for activities and workshops that support high</p> |
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| plan will assist in providing high quality instruction for all learners? | quality instruction needed for all learners to be successful. We will host multiple curriculum nights aligned to grade level standards to model instructional strategies for home and school. |
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Involvement of Parents

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| <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>Three Points Elementary will ensure the organized, ongoing and timely manner of involving parents through the following methods:</p> <ul style="list-style-type: none"> • Home-to-school and school-to-home communication in English and/or other languages • Student planners • Flyers • Class Dojo • Newsletters • Facebook • Connect Orange messages • School Website • Email • And other known best practices as needed <p>At Three Points Elementary 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:</p> <p>Attending</p> <ul style="list-style-type: none"> • School Advisory Council (SAC) meetings • Monthly Parent and Family Engagement activities • Title I Annual Meeting <p>Participating In</p> <ul style="list-style-type: none"> • Parent and family engagement capacity-building activities • Parent Academy- locations vary <p>Reviewing</p> <ul style="list-style-type: none"> • Academic data • Previous school year Parent and Family Engagement Plan |
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Coordination and Integration with Other Federal Programs

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| <p>3. Does the plan include: How the school will coordinate and integrate parent and family engagement</p> | <p>Three Points Elementary 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</p> |
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| <p>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>learning. Below you will find the delineated program and coordination for each school-based program.</p> |
| Program | Coordination |
| Pre-K ESE-IDEA | The school will work with the ESE teachers and paraprofessionals to coordinate transitions for students into the regular classroom. Meetings will be held to discuss student needs and develop new IEPs. An opportunity for orientation to kindergarten and classroom visits will occur in spring and/or summer. Pre-K families will be invited to all Family Night events. |
| Title I | The Principal and Title I Contact will coordinate with the Title I office to provide opportunities for parent and family engagement at home, at school and in the community. |
| Title II | The school will continue to work on informing parents of Florida Standards. Teachers will learn about these standards through Title II funds. |
| Title III | Provides funding for our ELL students' Imagine Learning to support their oral development. |
| Title X | McKinney-Vento Program provides support to our homeless students. |

Annual Parent Meeting

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| <p>4. Does the plan include:</p> <p>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</p> | <p>Three Points Elementary 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:</p> <ul style="list-style-type: none"> • 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 <p>Parents and families are informed of the nature of the Title I program by the following statement:</p> <p>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</p> |
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| rights of parents are covered at the annual meeting? | <p>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.</p> <p>For more information please visit the Florida Department of Education, Office of Title I Programs and Academic Intervention Services at http://www.fl DOE.org/policy/federal-edu-programs/ and our district's Title I website https://www.ocps.net/departments/title_i</p> <p>Below are the specific steps that Three Points Elementary will take to conduct the Title I Annual Meeting.</p> | | |
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| Activity/ Task | Person Responsible | Timeline | Evidence of Effectiveness |
| Notices sent home to parents in English and/or other languages | Title I Coordinator | October 14, 2019 | Copy of notice with date of dissemination |
| Annual meeting date posted in the front office | School Administrators | October 15, 2019 | Picture and date posted |
| Agenda and presentation materials developed | School Administrators | October 15, 2019 | Copies of Agenda |
| Develop sign-in sheets | Title I Coordinator | October 15, 2019 | Sign-in sheets |
| Conduct Title I Annual Meeting | School Administrators | October 18, 2019 | Copies of Agenda and handouts |
| Maintain documents | Title I Coordinator | October 18, 2019 | Copies of all documents |

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Flexible Parent Meetings

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| <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>How will the school provide, with Title I funds, transportation, childcare or home visits, as such services relate to parent and family engagement [ESEA Section 1116]?</p> | <p>Three Points Elementary will offer a number of flexible parent meetings by implementing the following:</p> <ul style="list-style-type: none"> • 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 • Distributing a Monthly School Events Calendar • Conduct parent surveys and use results to accommodate most requested times for school-wide activities <p>As it pertains to services related to parent and family engagement, the school will provide the following:</p> <ul style="list-style-type: none"> • Transportation to a minimum of 1 Parent Academy • Cover the cost of staffing a childcare room with an OCPS staff member(s) for parents to utilize during parent activities and meetings |
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Building Capacity

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| <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</p> | <p>Three Points Elementary 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 support through our Partners In Education (PIE) coordinators as well as our ADDitions coordinators.</p> <p>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.</p> <p>Below are the specific steps that Three Points Elementary will take to build capacity for meaningful parent and family engagement.</p> |
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| [ESEA Section 1116]? | | | | |
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| Activity/ Task | Person Responsible | Correlation to Student Achievement | Timeline | Evidence of Effectiveness |
| Meet the Teacher | Instructional staff | Teachers will introduce classroom expectations, routines, and establish rapport. | August 8, 2019 | Connect Orange, Marquee |
| Curriculum workshops | Instructional staff | Teachers will discuss expected grade level skills in reading, writing, or math. Parents will be given strategies and resources to assist their students in developing these skills at home. | Winter/Spring | Sign-in sheets, handouts, flyers |
| Family Night Series (Reading, Math, Writing, Science, Arts) | Instructional Staff | Parents will interact with their students while learning a targeted skill. | September 11, November 14, February 6, May 15 | Flyers, sign-in sheets, Make and Take activities |
| Connect Orange Messages | Principal, Assistant Principal | Increased parental awareness of school events and participation | Ongoing | Copies of message on file |
| Newsletter, website, daily planners, email communication | Principal, Assistant Principal | Parents and students will have access to information about school events/ activities | Ongoing | Website resources, survey feedback, copies of newsletter/emails |
| Regularly scheduled SAC/PTA/PLC meetings | Principal, Parent Representatives | Parents will actively participate in decision-making process for school | Ongoing | Meeting minutes |

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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 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}?</p> | <p>Three Points Elementary 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.</p> <p>Below are the specific activities and tasks that Three Points Elementary will implement 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 |
| Title I Annual Meeting | School administration, Title I coordinator | Information given about the assistance programs provided to the school to help support students academically. | October 16, 2019 | Agenda, PowerPoint, and sign-in sheets |
| Parent and Family Engagement Professional Development Module 1 - Building Strong Partnerships with Parents and Families | School administration, Title I coordinator | Improved school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain strong school to home partnerships | September 20, 2019 | Sign-in sheets, exit slips |

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| Parent and Family Engagement Professional Development Module 2: Building Ties Between Home and School | School administration, Title I coordinator | Improved ability of staff to work with parents and families | February 21, 2020 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 3: Implementation and Coordination of Parent and Family Engagement Programs | School administration, Title I coordinator | Increased parent and family participation in school activities which support student achievement | March 4, 2020 | Sign-in sheets, exit slips |
| Parent and Family Engagement Professional Development Module 4: Communicating and Working with Parents as Equal Partners | School administration, Title I coordinator | Improved relationship, communication and collaboration between parents and school | May 6, 2020 | Sign-in sheets, exit slips |

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]? | <p>Three Points Elementary 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:</p> <ul style="list-style-type: none"> • The ESE and Guidance office have a resource center that includes information about but not limited to the following <ul style="list-style-type: none"> • Homeless Education • Retention, • Counseling Services • Exceptional Education Services • Behavioral Support Services • And other resources outside of the school • District Parent Academy and Virtual Academy events offered throughout the year. |
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| | Below are the specific activities and tasks that Three Points Elementary will use to encourage and support parents and families in more meaningful engagement in the education of their child (ren). | | |
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| Activity/ Task | Person Responsible | Timeline | Evidence of Effectiveness |
| Resource Center | Guidance Counselor, ESE Contact, Parent Engagement Liaison | Ongoing | Sign-in Sheets |
| Love Pantry | Guidance Counselor, Parent Engagement Liaison | Ongoing | Sign-in Sheets |
| Virtual Academy | Parent Engagement Liaison | February 7, 2020 April 4, 2020 | Parent registration, Media Center Sign-in sheet |
| Parent Academy | Parent Engagement Liaison | Saturday, September 15, 2019 Saturday, November 3, 2019 Saturday, January 12, 2020 Saturday, March 9, 2020 Saturday, May 4, 2020 | Pictures, Parent Registration, Flyers |

Communication

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| <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>Three Elementary will maintain timely communication about Title I programs through the following:</p> <ul style="list-style-type: none"> • Hosting the Title I Annual Meeting • Conducting monthly parent events that contain information for parents new to the school to cover Title I programs <p>Teachers and other staff members will support parents' understanding of curriculum, forms and assessments used to measure progress and expected achievement through the following:</p> <ul style="list-style-type: none"> • School Compact • Report Card Nights • Progress Book • Planners |
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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> | <ul style="list-style-type: none"> • Parent Conferences • Academic Family Nights • Connect Orange Messages • And other school communication methods <p>Parents will be included in the formulation of suggestions and decision making through the following:</p> <ul style="list-style-type: none"> • One-on-one meetings with teachers, administrators, and/or support personnel • Parent Surveys • Participation in SAC to review Family Engagement Plan (PFEP), and School Compact <p>If the school-wide plan is not satisfactory to parents, feedback will be presented at the SAC meeting for discussion, review, and modify plans as needed.</p> |
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Accessibility

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| <p>10. Does the plan include:</p> <p>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>Three Points Elementary 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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • Home-to-school and school-to-home communication in English and/or other languages • Student planners • Flyers • Newsletters • Distributing a Monthly School Event Calendar • Connect Ed messages • School Website • Email • And other known best practices as needed |
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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.) | Three Points Elementary 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 Three Points Elementary will implement that are funded by Title I, Part A. | | | |
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| Activity/ Task | Person Responsible | Correlation to Student Achievement | Timeline | Evidence of Effectiveness |
| Provide multiple opportunities to parents to engage them with the school in both academic and social capacities. | Principal; PEL instructional staff | Increase the engagement of parents and help them learn strategies to use with their students at home. | Ongoing | Sign-in sheets, Parent program survey |
| Maximizing parent 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 participating children, with parents who are unable to attend those conferences at school. | Principal; Assistant principal; CRT | 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 |

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Barriers

| <p>12. Does the plan include: A description of the barriers that hindered participation by parents/families during the previous school year?</p> <p>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]?)</p> | <p>Three Points Elementary, 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:</p> <ul style="list-style-type: none"> • Transportation • Language • Education • Economically disadvantaged <p>Below are the specific steps that Three Points Elementary will take to address barriers that existed in the previous year.</p> |
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| Barriers (Including the Specific Subgroup) | Steps the School will Take to Overcome |
| Transportation for parents (FRL) | Look into transportation options for parents as needed. Change location of activity to a community center or alternate site. |
| Language barrier (ELL) | Provide Spanish and sign language translation as needed. |
| Education barrier (FRL, SWD, ELL) | Open House - preview of the grade level expectations for the year. Explain education terminology in a way that all are able to understand (i.e. Instead of just using the words fluency, fact family, etc.) we will accompany these terms with a definition and model strategies accordingly. |
| Economically disadvantaged (FRL) Provide | Provide food during some evening events, free lunch for all students, Food Pantry, clothing, Thanksgiving food baskets, Christmas gifts and food. |

School-Parent Compact

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| <p>13. Does the plan include: As a component of the school-level parent and family engagement policy/plan, each</p> | <p>Provide a scanned copy, with this document, of the School-Parent Compact and evidence of parent input in the development of the Compact.</p> |
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| 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? | |
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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

This policy/plan 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 .

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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

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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 1/PFE topics on the agenda
- ☐ Parent Feedback Summary of PFEP Evaluation
- ☐ Parent and Family Engagement Activities Tracking Form