

Title I, Part A 2022 - 2023 Parent and Family Engagement Plan

Orangewood Elementary School

9/30/2022
Title One
6.3.1.6
PFEP
Signed.

I, Jami Browder, principal, 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; administrative 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 school.

Policy Involvement

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 may use that process, if such process includes an adequate representation 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 academic 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

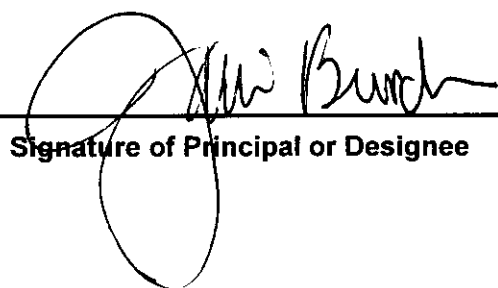
(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for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

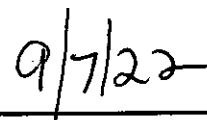
- **parent-teacher conferences in elementary schools, at least annually**, during which the compact shall be discussed as it relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate 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.

A handwritten signature in black ink, appearing to read "Mike Burch", is written over a horizontal line. The signature is stylized with a large loop at the beginning and a long horizontal stroke at the end.

Signature of Principal or Designee

A handwritten date "9/7/22" in black ink is written above a horizontal line. The date is written in a simple, clear font.

Date Signed

Parent and Family Engagement Plan

In support of strengthening student academic achievement, Orangewood Elementary School , 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 Every Student Succeeds Act (ESSA). The policy establishes the school's expectations 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).

Orangewood Elementary School 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 School 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 learning. Our SAC meetings embody this process via a cohesive action plan for communicating, training, and reflecting on 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 through 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 input form/survey will be provided after each meeting.

ANNUAL TITLE I MEETING

Orangewood Elementary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all families of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the families' requirements, the school parent and family engagement plan, the schoolwide plan (SIP).

Parents will become involved in the development, review, and improvement of Title 1 programs through various activities throughout the academic year including, but not limited to the Annual Title I meeting, School Advisory Council (SAC) meetings, and School Improvement Plan Committee. During these meetings parents and families will receive information on curriculum, assessments, school grade, and the rights of parents.

Orangewood Elementary School works to maximize family engagement by offering meetings in a flexible format. Our annual Title I Meeting will be held in September. Separate documentation for announcements, agendas, meeting minutes and sign in sheets titled "Annual Title I Meeting" will be submitted for compliance and each family will receive a parent survey to complete.

COMMUNICATIONS

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

- Timely information about the Title I programs
- 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 strengthening the parent to school partnership. Bilingual information(English/Spanish is the most common format) is provided on an on-going basis to assist parents that may have limited English proficiency 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 provides to increase parental 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 we provided in a bilingual format (if applicable: i.e.,. English /Spanish/Haitian-Creole), In the event of a parent with special needs pending notification of such need will allow for us to contact the District Office to provide a reasonable accommodation. Attendance logs, surveys,and meeting minutes are utilized during these activities to monitor parental participation and request additional input.

SCHOOL-PARENT COMPACT

Orangewood Elementary School 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.

Orangewood Elementary will revise, evaluate, and develop the School-Parent Compact. Parental input will be collected and analyzed annually via parent surveys, parent involvement activities, meetings, and Parent and Family Engagement Plan survey to develop plan modifications if necessary. Parents will be informed of the revised Compact and will be approved at our SAC meeting in May 2022. All documentation will be downloaded in the Title 1 Crate.

RESERVATION OF FUNDS

Orangewood Elementary School will take the following actions to involve the families of children served in Title I, 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 School 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 Title I programs during the open forum sections during the Annual Title I Meeting. Input can be given in person, by email or by phone, either at the school or at the district office.

COORDINATION OF SERVICES

Orangewood Elementary School will, 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 resource centers, that encourage and support families in more fully participating in the education of their children by:

Orangewood Elementary School partners with several community organizations. Kiwanis of Fort Myers has sponsored a reading room on campus. Kiwanis provides books for the room and during the regular school year, provides Reading Pals for at risk students. They come weekly to meet with students, build relationships, and read together. We are hoping to be able to return to this next year. Hoops on Mission is a mentorship program based in Fort Myers. Mentors come once a week to mentor students and to play basketball with them. They work on building relationships with students and discuss topics such as the importance of doing well in school and being respectful to teachers and family members. Orangewood also partners with the Wesleyan United Methodist Church, which hosts the New Horizons tutoring and mentoring program and works with Orangewood students. Students attend after-school tutoring with mentors. This mentorship program is designed to continue throughout a child's schooling career, eventually assisting the family with the college application process.

Unfortunately, due to COVID-19, Hoops on a Mission has not been operating in the building, although we are hopeful that these mentorship possibilities will be able to run again during this school year.

Evaluation of the 2021-2022 Parental Involvement Activities

2021-2022 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.

Activity	Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement
1	Open House	1	461	All parents are invited to meet their child's teacher, learn about schedules, discuss how students will get to and from school, look at materials and visit the classroom. Parents and school will exchange contact information for parents and teacher. Teacher also overview the curriculum that will be taught during the school year.
2	SAC/PTA	8	15 per event 120 (year)	Provides information to families regarding general information about school events, including school grades, school initiatives, and progress on SIP goals and takes input when needed. Also, DAC representative makes a presentation about district updates.
3	Annual Title One Meeting	1	20	Annual meeting to notify parents of Title 1 school requirements.
4	FSA Parent Night	1	30	Parents learn about the FSA, including the different sections of the test, how questions are worded, specific dates and timing. Parents are shown how the students are being prepared for the test and what they can do at home to help.
5	Parent Teacher Conferences	1-Between Nov-Dec	296	Teachers share student data, including iReady, STAR, DIBELS and Reflex; discuss strengths and challenges and ways to help their child at home.
6	Kindergarten Screener Welcome Meeting	1 July 2021	50	This event gave us an opportunity to learn where are students were at academically and socially. We also go to meet with parents one on one and answer questions and give guidance for the upcoming school year. What to expect and how to assist their child.
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8				
9				
10			Total: 977	
		13 Total:	Total:	

2021-2022 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	iReady Training	Quarterly	All Grade Levels	Students use iReady on a daily basis : teachers will learn how to better read results and individualize instruction and assessments. Students will show Math and ELA proficiency and learning gains in both math and ELA.
2	New ELA Curriculum Training (Wonders)	6	K-2 Teachers	Teachers will understand the standards and how to implement the new curriculum to help students to master standards. Students will show reading proficiency and learning gains in ELA.
3	Classroom Expectations, Procedures Organization, Classroom Management, MTSS Procedures, Evaluation Process-Rubric, Parent Communication, Focus-Castle, Surviving the End of the Year,	10	All Apples Teachers and Mentors.	Apples Teachers gained knowledge in a multitude of areas that will enhance their ability to become successful classroom teachers. All meetings include an ice breaker and a Learn, Apply, and Reflect format.
4	Promethean Panel Training	1	All Teachers	Teachers learned how to use the panels and work on converting old materials to be used in the new system. They also learned tools and tricks to make the transition easier for themselves and students.
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		21 Total:	Total:	

2021-2022 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 disadvantaged, 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	Steps you put in place to overcome barriers - Be specific
1	Parents who are economically disadvantaged identified a barrier as: the scheduling and lack of time to attend meetings, or attend or participate in parent committees such as PTA.	Be flexible in our scheduling so we can provide morning and evening meetings to allow parents the opportunity to attend. Post PTA and SAC minutes for parents on our school website. Parent Involvement information will be provided in the monthly school newsletter.
2	<ol style="list-style-type: none"> 1. Parents with limited English proficiency identified a barrier as: they exhibited difficulties understanding speakers at meetings. 2. Parents who are economically disadvantaged identified a barrier as: child care is not provided at meetings. 3. Parents who are economically disadvantaged identified a barrier as: not being able to get off work to participate in meetings. 	<ol style="list-style-type: none"> 1. Provide printed materials in bilingual format (i.e., English/Spanish or Haitian Creole) during meetings and provide interpreters at meetings. 2. Provide childcare during meetings by utilizing paraprofessionals. 3. Provide meetings via ZOOM to enable parents to be able to stay at work and participate fully, at their convenience, during lunch or break times while not having to leave work.

Evidence-Based Interventions/Strategies

Evidence-based interventions are practices or programs that 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 research. Under ESSA, 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 some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

NEW 2022-2023 Parental Involvement Activities

2022-2023 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 parents and to support a partnership 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 achievement [Section 1116]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1116 as parents may request [Section 1116].

Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;

Activity	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier (see previous page)	Cost Associated with Activity
1	Open House	Administration	Jump starts the year by meeting the teacher, exchanging contact information, general scheduling information, introduction to textbooks.	August 2022	Tier 3	Need paras to translate in Haitian Creole and Spanish
2	Student Led Conferences	Administration and Teachers	Students share their data with their parents, including iReady, STAR, OIBELS, Reflex, course grades, AR, strengths, challenges, ways to help at home and plans to continue summer learning opportunities.	October 2022	Tier 1	Printing materials to send home to families.
3	Annual Title I Meeting	Administration	Gives information about Orangewood's Title 1 budget, what it means to be a Title 1 school and how our funds are spent.	September 2022	Tier 1	Need paras to translate in Haitian Creole and Spanish and cost of Paper to print reminders
4	Family Reading/Math/Science Night	Teacher Team and Administration	Gives parents and families data on their child's progress and strategies and games to help students at home. Parents and children will track testing data to see which areas need improvement.	November 2022	Tier 1	Need paras to translate in Haitian Creole and Spanish - report printing and materials for event.
5	Kindergarten Screener/Orientation	Kindergarten Teachers and Administration	Jump starts the year by meeting the teachers, exchanging contact information, general scheduling and how students will get to and from school.	July/August 2022	Tier 3	Need paras to translate in Haitian Creole and Spanish
6	PTA Meetings	PTA Board and Administration	Provides information to families regarding school events and ways to become more involved.	Bi-Monthly	Tier 1	Need paras to translate in Haitian Creole and Spanish
7	SAC Meetings	Administration	Provides information to families regarding general information about school events, including school grades, school initiatives, and progress on SIP goals and takes input when needed. Also, DAC representative makes a presentation about district updates	Monthly	Tier 1	Need paras to translate in Haitian Creole and Spanish
8	FSA/Testing Parent Night	3rd-5th grade Teachers and Administration	Provides information to 3rd, 4th and 5th grade families about the FSA test. Gives helpful websites, sample questions and ways to help children	November 2022	Tier 1	Need paras to translate in Haitian Creole and Spanish
9	Leader in Me Night	Administration and teachers	Gives parents information on leadership activities and language that students learn at school and how they can use the same language at home to help students to be successful.	January 2023	Tier 4	Need paras to translate in Haitian Creole and Spanish

2022-2023 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 to, 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	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness and Tier
1	iReady Training	Admin and PCT	Students use iReady on a daily basis. Teachers will learn how to better read results and individualize instruction.	Quarterly	Tier 1
2	Promethean Panel Training	Admin	Teachers will gain more knowledge and tricks to using this panel to extend the learning of their students.	PreSchool Week and as needed	Tier 1
3	Leader in Me	Admin and LIM Team	Students learn how to be leaders at school, home and in the community. Families learn about the LIM philosophy.	PreSchool and Quarterly	Tier 1
4	BEST Standards Training	Admin and L&L Teams	Teachers will understand the standards and how to use the new curriculum to help students to master standards.	PreSchool and bimonthly from L&L Team	Tier 1
5	WONDERS Training	Admin and L&L Teams	Teachers will understand the standards and how to use the new curriculum to help students to master standards.	PreSchool and bimonthly from L&L Team	Tier 1
6	Savvas Math Training	Admin and L&L Teams	Teachers will understand the standards and how to use the new curriculum to help students to master standards.	PreSchool and bimonthly from L&L Team	Tier 1
7	APPLES Monthly Trainings	Admin and PCT	Teachers gain a better understanding of teaching techniques and strategies that assist them in the classroom which help to enhance the learning of students.	Monthly	Tier 1
8	Teach Like a Champion Book Study	Admin and PCT	Teachers gain a better understanding of teaching techniques and strategies that assist them in the classroom which help to enhance the learning of students.	Monthly	Tier 1
9	TEACH Training	Admin and ESE Team	Teachers gain a better understanding of teaching techniques and strategies that assist them in the classroom which help to enhance the learning of students.	September	Tier 1
10	ELL Training	Admin and District Representative	Teachers will understand how to use these strategies to better engage their ELL learners throughout the day.	Monthly	Tier 1