

2022-23

Title I, Part A **School**
Parent and Family
Engagement Plan



School Name: Ortega Elementary School #: 3016

Principal Name: [Principal Rose-Hamann]

School Website: [<https://dcps.duvalschools.org/ortega>]



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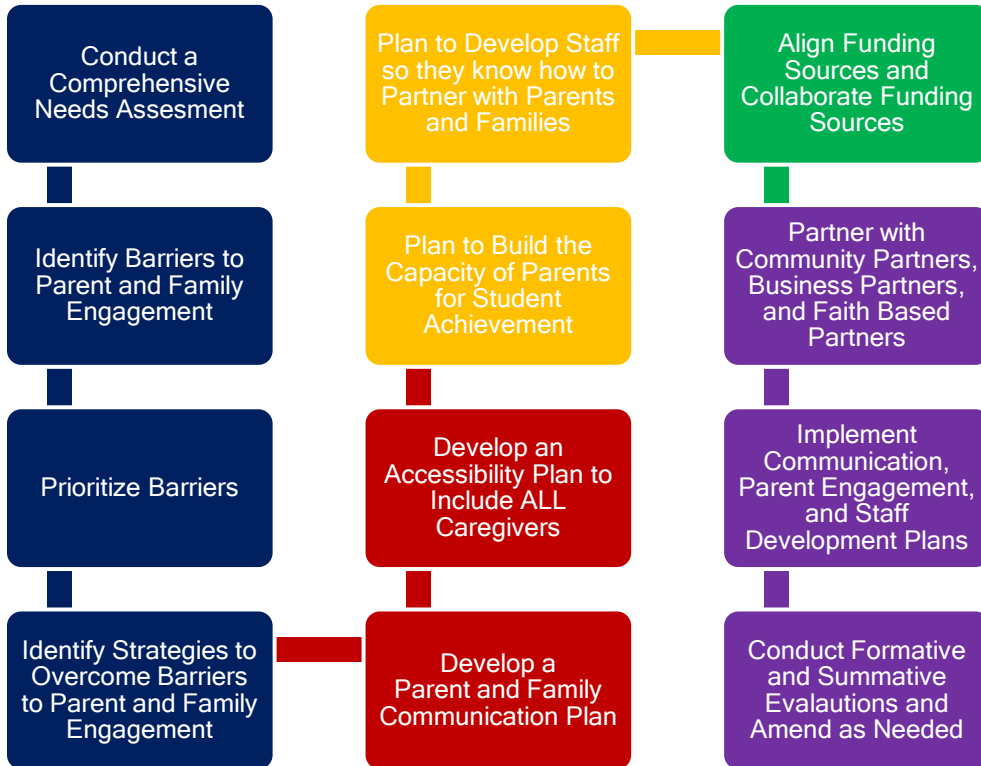


OVERVIEW

The Duval County Public School District Local Educational Agency (LEA) can only receive Title I, Part A funds if it conducts outreach to all parents and family members and implements programs, activities, and procedures for the involvement of parents and families consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 1965. The programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

School level plans are required to be developed with the input of parents and families to improve student achievement and performance. The planning process can also include meaningful consultation with employers, business leaders, and philanthropic organizations. This template will assist schools with the best practices aligned to federal, state, and local expectations for compliance.

Below is an approach that can be used for Parent and Family Engagement.



"Treat children like they make a difference and they will."



ASSURANCES

I, Shannon Rose-Hamann, do hereby certify that all facts, figures, and representations made in this Federal Parent and Family Engagement Plan 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 local, 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.

<input checked="" type="checkbox"/>	The school will be governed by the statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in ESEA Section 8101;
<input checked="" type="checkbox"/>	Engage the parents and family of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for family engagement are spent [Section 1116(b)(1) and (c)(3)];
<input checked="" type="checkbox"/>	Jointly develop/revise with the family that has custodianship of the student the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community [Section 1116(b)(1)];
<input checked="" type="checkbox"/>	Engage parents and family, 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 school wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
<input checked="" type="checkbox"/>	Use the findings of the parent and family engagement policy review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parent and family engagement policy [Section 1116(a)(2)(C)];
<input checked="" type="checkbox"/>	If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
<input checked="" type="checkbox"/>	Provide to each parent and family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
<input checked="" type="checkbox"/>	Provide each parent and family timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)]; and
<input checked="" type="checkbox"/>	Provide each parent and family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)(i)(I) and Section 1112(c)(1)(A)(ii)].

*click to select each assurance, this page will require an original signature and submission to the District.

Shannon Rose-Hamann
Signature of Principal/School Administrator

08/30/2022
Date Signed

Commented [ATH1]: Please include electronic signature and date.

NEEDS ASSESSMENT

The Needs Assessment is the foundation of the Parent and Family Engagement plan. When meeting with parents and stakeholders, data from the needs assessment process provides previous year and trend data that can be used to make decisions about plan implementation for the upcoming year. That way decisions are not arbitrary but data-driven and purposeful.

Previous Year Financial and Programmatic Outcomes

Fiscal Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Total Parent and Family Allocation from the Previous Year	Total Funds Expended	Total Funds Remaining
\$3349.00	\$3052.29	\$296.72
If funds remained at the end of the year, explain why funds weren't fully expended and how parents will be engaged to plan for funds to be fully expended during the current plan year		
Price adjustments and unforeseen discounts were made. Furthermore, one event that we were planning to have in person (Math/Science) had to be virtual due to Covid concerns. Parents will be invited to participate in the planning process during the 2022-2023 school year.		

Programmatic Overview from the Previous Fiscal Year

(this section is not required for new Title I Schools)

Summative Overview of the Parent Resource Room		
Total Visits to the Parent Resource Room (Must be documented on the Resource Room Sign in Sheet)	Total Resources Checked Out from the Parent Resource Room	What plans do you have to fully use the Title I Parent Resource Room? (include inventory that was not returned or any other information pertaining to parent involvement resource room)
5	0	We plan to invite more families to the resource room to use the computer, printer and academic resources. We will hold coffee chats near our parent resource center so that parents can utilize the resources.
Summary of Parent Engagement Events from the Previous Year		
Name of Activity	Number of Participants (this number should equal the number of participants listed on sign in sheets in Digital Compliance)	Results of Evidence of Effectiveness (How do you know the parents learned what the activity was intended to provide? Responses such as sign-in sheets or survey results are not sufficient.)
Annual Meeting (Beginning of Year)	11	Parents were given an overview of the Title I program. They learned that it is a grant that provides extra money that can be spent on

Commented [SCM2]: Do you have any other plans for your parent resource area to show a progression from last year?

		tutoring, coaches, equipment, materials, training and family engagement activities. They also learned about the Parent and Family Engagement Plan and compacts. Parents were told about the Parent Resource Center and they learned what it has to offer. They were also given the opportunity to ask questions and give input on the Title 1 Program. The parents who attended the annual meeting had a greater awareness of Title 1 and how it enhances programs at the school. In their interactions, they showed they had acquired knowledge about Title 1 and the resources available to parents. Although our number of visits to the resource room were very low, the parent liaison was able to help the parents with anything they needed.
Developmental Meeting (End of Year)	9	A virtual meeting was held to go over the 2021-2022 Title I Plan to include the Parent and Family Engagement Plan and the budget. Parents and family members were then asked to give input, ideas, and suggestions for the 2022-2023 Title I Plan. We asked family members to discuss the best days/times for these events as well.
Museum Exhibit Night (December)	13	Exhibit Night ties directly into our magnet program. It is a night when our hallways are transformed into a museum. Each grade level set up an exhibit that demonstrated the curriculum/standards they've been working on. Families toured the exhibits virtually and student docents explained each piece within the exhibit. Based off the virtual exhibit, it was clear that parents learned about the curriculum that their child was working on.
ELL Coffee Chat	10	Families had the opportunity to chat with our ELL paraprofessional, our principal, our assistant principal and our parent liaison. Family members asked questions about grades, student performance, and how to best communicate with the school. Parents and guardians had the opportunity to sign up for after school tutoring and a parent-teacher conference.
Math/Science Night	7	This was a virtual event in which a teacher from each grade level shared grade level standards, assignments, and assessments and

		shared ways parents can help their children at home. We also shared information about blended learning and showed parents how their children can access iReady, Reflex, and the Acaletics Math Portal from school or home.
Pastries with Parents	100	Parents attended a drive thru event where they received a pastry, juice, and information on how they can help their students with math and literacy at home.
Literacy Night	62 families	Families came out and participated in a drive thru literacy night. The whole school participated in the One School, One Book. The One School, One Book is a family literacy program. We chose a high-quality children's novel and sent home a copy to every family in the school, then asked families to read that novel together following a common reading schedule. Then each day the reading coach would give the students a comprehension question and the students would send their answer to the media center. The students would get a small prize. Parents also responding positively on social media as we read through the novel. This program is an all-encompassing program with additional resources and activities that are utilized with families as we read the text. Incorporating the comprehension questions into the One School, One Book encouraged the families to read the book together in order to have the answer to the comprehension question for the next day.

Commented [SCM3]: Per our conversation, I changed it to show families. 😊

Commented [SCM4]: Per our conversation, I added what we discussed.

Schools may add additional lines as it is aligned to the Parent and Family Engagement Plan from the previous fiscal year - activities must match activities included on the Parent and Family Engagement Plan from the previous school year. If an activity wasn't held, a 0 should be included for the "Number of Participants" column with an explanation why the event wasn't held in the "Results" column.

Summary of the evaluation information and parent feedback collected from the Developmental Meeting held to support the development of this Parent and Family Engagement Plan.

The parents who were in attendance gave some great suggestions/support for the 2022-2023 Title I program, including One School One Book, Pastries for Parents, Museum Nights, and Academic Nights.

Barriers

Using previous year financial and programmatic outcomes; district and school climate data; parent perception data; data from SAC meetings; parent attendance data; observational data; parent survey data; data from the Title I Developmental meeting; parent interviews and focus groups; teacher and administrator feedback; other forms of needs assessment data; and carry out a needs assessment process. Then, describe the barriers that hindered the participation and involvement of parents and family members during previous school years.

1. Parent Availability/Attendance
2. Communication (Incorrect Phone Numbers)
3. Language Barriers

(1) Prioritize the **TOP THREE the barriers** (it may be possible to combine some)
 (2) Describe the steps that will be taken during the upcoming school year to overcome the parent and family engagement barriers (required - include how the school will overcome barriers for students with family members who have limited English proficiency, parents and family members with disabilities, and parents and family members who are migrants in accordance to ESSA Section 1116 (f)).

	Barrier	Steps or strategies that will be implemented to eliminate or reduce the barrier
1)	Parent Availability/Attendance	Reach out to all families and discuss the importance of a school/family partnership. Hold virtual events at various times of the day (morning, afternoon, evening) and offer incentives for participating in these events (raffles, prizes etc.).
2)	Language Barriers	ELL Para will make weekly phone calls to ESOL families. Whenever possible, communication will be translated in various home languages.
3)	Communication	Reaching out to parents using multiple communication strategies (text, call, email, Dojo, Facebook etc.) and making it a priority to open a strong line of communication with every family.

Overarching Outcomes/Goals for the Current School Year

Considering your barriers and the strategies that are intended to reduce or eliminate them, what are the overarching outcomes/goals for the current school year for parent and family engagement?

The overarching goal for the current year for parent and family engagement is to have strong communication with every family. Teachers will work hard to connect with every family on Dojo, ensure every family signs the compact, and make sure all families attend at least one event at the school. We will strive to increase participation during SAC and PTA meetings as well as our parent/family events. We will ensure that we keep parents' phone numbers current, collect correct e-mail addresses, communicate frequently via Dojo, phone calls, texts, e-mails, and Facebook and provide translation of information in various languages.

COMMUNICATION AND ACCESSIBILITY



Communication is an extension of Needs Assessment as trend data has shown that parents comment that communication processes should be improved so they are fully engaged.

Accessibility

Describe how the school will provide full opportunities for all parents and families (keeping in mind the diverse makeup of 21st Century families) to participate in all parent and family engagement activities. This includes strategies for parents who have specific needs such as parents with special transportation needs, parents who work multiple jobs, court appointed parents, parents who are disabled, parents who speak English as a second language, migrant parents, parents with multiple children in multiple schools, guardians, guardians with multiple students in a home, etc. Specifically, how will barriers be removed to ensure parents/guardians/family units are a part of their child's education?

We will provide various meeting and event times and include some virtual meeting options to ensure that all parents can attend some events.

Our ELL para will reach out to our Spanish speaking families on a weekly basis to ensure they are connected with our school community. This activity going to be coffee and conversation. Having our para do this this past year worked out very well for families so we will continue it this year.

Communication will be provided via School Messenger (calls, texts, and e-mails), Facebook, Dojo, Tuesday folders, our school website and school newsletters.

Teachers and administrators (principal and assistant principal) will be accessible before school, planning periods, and after school to meet with parents.

Parents will be invited and welcomed into the school to volunteer and participate in school programs.

Family members will be encouraged to use our parent resource room in order to assist their children.

Describe how the school will share information related to school and parent and family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages that the parents and families can understand?

Communication will be provided via Class Dojo, School Messenger (calls, texts and e-mails), Facebook, our school website, school newsletters, and Tuesday Folders. Our ELL para will connect with Spanish speaking families on a weekly basis to translate, answer questions, and ensure all families are connected with the school.

What are the different languages spoken by students, parents and families at your school?

English, Spanish, Arabic, Vietnamese, Filipino, Southern Paiute and Tagalog

Commented [SCM5]: Per our discussion to show the progression.

COMMUNICATION

(1) Describe how the school will timely communicate information about Title I, Part A programs and activities during the year. (2) How will communication take place for parents with the different languages mentioned in the question above if applicable? (3) Include the tools and resources that will be used for communication.

- (1) We will communicate with families in a timely manner about Title One using phone blasts, texts, social media, and e-mails. We will discuss this information during our annual meeting, developmental meeting, SAC meetings, etc.
- (2) We will also include this information in our newsletters and ensure it is on our school website.
- (3) Our ELL para will share this information with our Spanish speaking families during phone calls and coffee chats.

How will the school describe and explain (1) the curriculum at the school (2) the forms of assessment used to measure student progress (3) the achievement levels students are expected to obtain? (4) in all applicable languages?

- (1) Open House/Orientation
- (2) Parent-Teacher Conferences
- (3) SAC meetings
- (4) School Newsletters

The majority of our school-wide communication is sent out through Class Dojo. Parents are able to utilize the translate option to read the communication in multiple languages.

We will also hire a second Spanish speaking para. Our two ELL paras will work closely with our Spanish speaking families to ensure communication is clear and thorough.

(1) What decision-making opportunities are available for parents at the school site? (2) How will the school communicate opportunities for parents to participate in decision making?

- (1) Annual Meeting, SAC Meetings, Developmental Meeting, Mid-Year Stakeholders Meeting
- (2) The school will communicate opportunities for parents to participate in decision making by utilizing the following: phone blasts, text blasts, school website, social meeting, flyers, newsletters, and parent liaison

How will the school submit parents' and families' comments to the district Title I office if there are parent concerns about the implementation of the Title I school-wide plan that is not satisfactory to them? [ESEA Section 1116]

Parents are encouraged to share concerns with the school's administration and parent liaison. They can meet with the school administrators or communicate with them via phone or e-mail. If there are any concerns about the implementation of the Title I school-wide plan then the school administrators and school liaison can contact the Title I office. Parents will also be directed to the Title I contact information on the district's website in case they would like to reach out directly to them.

Commented [SCM6]: How will languages be addressed?

(1) How will the school publish and communicate THIS required Title I, Part A Parent and Family Engagement Plan to Parents and families (**technology cannot be the only option**). (2) How will this plan be communicated in all of the languages that apply to your school?

The school will publish and communicate the Title I, Parent and Family Engagement Plan to parents and families by making a copy accessible for parents in the parent resource room. There will also be copies available for parents at Open House, front office and available upon requests. Ortega will continue to share with the Title I office as needed.

FLEXIBLE PARENT AND FAMILY MEETINGS

Schools receiving Title I, Part A funds are required to convene an Annual Meeting. This meeting should be held at a convenient time for parents. Parents of participating children in the school shall be invited and provided with adequate notice and encouraged to attend the Annual Meeting. This meeting will inform parents of their school's participation under ESEA Section 1116 and explain the requirements of the Title I, Part A grant and what is available to parents and the right of parents to be involved. [ESEA Section 1116 (c) (1)]



INVOLVEMENT OF PARENTS and FAMILIES

Explain how the school involves parents and families in an organized, ongoing and timely manner in the planning, reviewing, and improvement of Title I programs including involvement in decision making of how Title I, Part A Schoolwide funds are used [ESEA Section 1116(c)(3)].

The school will host an Annual Meeting and Developmental Meeting so that parents and families can participate in planning, reviewing, and improving our Title One School Wide Plan as well as funding. Surveys will be distributed at museum nights, pastries with parents' day, literacy night, math night, and coffee chats so that parents and family members can help plan, review, and improve our programs.

How will the school provide, with Title I funds, transportation, childcare, or home visits such services that relate to parent engagement to ensure barriers are removed so parents can participate in engagement events? [ESEA Section 1116 (c)(2)]

- Childcare - we will host family activities to ensure that all family members are able to attend
- Home Visits - when necessary or requested, the administrators and/or school guidance counselor or social worker will make home visits.
- We will work with our business partners and faith-based partners to remove barriers and increase attendance at school events

FLEXIBLE FAMILY MEETINGS

How was parent input gained from the majority of parents about the times that best met their need for parent involvement meetings and activities? [ESEA Section 1116 (c)(2)]

The input gained from parents was obtained through the annual meeting, surveys/evaluations forms from school events, developmental meeting, and SAC meetings.

What documentation does the school have that parent needs for meeting times, transportation needs, childcare, and home visits for family engagement were assessed?

Evaluation forms, sign-in sheets, parent involvement log and report forms.

How flexible meetings will be offered to accommodate parents? Check all that apply.

- ☐ AM Sessions based on documented parent feedback
- ☐ PM Sessions based on documented parent feedback
- ☒ Mixture of AM & PM Sessions (Some meetings will be provided in the morning and evening)
- ☐ AM & PM Sessions (ALL meetings will be provided both in the morning at in the evening)
- ☒ Other: Virtual when possible

REQUIRED ANNUAL MEETING

Describe the specific steps your school will take to conduct the Beginning of Year Annual Meeting to inform parents and families of participating students about the schools Title I program and parent and family engagement activities. [ESEA Section 1116 (c)(1)]

1. Step 1: Send the meeting information via Dojo and School Messenger (text, call, and e-mail)
2. Step 2: Include the meeting information in our school newsletter
3. Step 3: School website
4. Step 4: School social media page
5. Step 5: Send home information meeting time and location in Tuesday Folders
6. Step 6: Communicate with parents face to face during arrival and dismissal (distribute flyers)
7. Step 7: Hold the Annual Meeting in conjunction with our school Open House to encourage attendance

Describe the nature of the Title I, Part A Schoolwide program that will be shared with parents during the Annual Meeting. Feel free to use the PowerPoint on the Federal Programs site.

Title I program information will be shared and discussed with parents during our Annual Meeting. Our school will also elicit the parents supporting us with our school improvement plan which will be

shared during the annual open house meeting. We will share our school goal target of improving achievement overall (in all seven categories) as well as our focus on the targeted areas within ELA, Mathematics, Science, and gains/LPQ gains. We will also encourage parents to attend our mid-year stakeholders' meeting to inform parents of our progress.

Subsequently, we will review the activities currently planned for the upcoming school year and the value of the parent resource room that can be utilized to aid parents with assisting their children at home.

Describe how the Annual Meeting will cover (1) the adequate yearly progress of students broken down by subgroups, (2) school choice, and (3) the rights of parents when schools receive Title I, Part A funds. Feel free to use the PowerPoint on the Federal Programs site.

(1) PowerPoint presentation of the annual meeting will be posted on our school website
 (2) Our front office staff and parent liaison will have this information available for parents
 (3) We will include the adequate yearly progress of students by subgroup, school choice information, and parent rights as they relate to Title One in our presentations

How will the school ensure parents without access to technology will receive notification of parent events, communication, information about parent events, school updates, and student progress updates?

Our parent resource room is available for parents and family members to use. Subsequently, informational flyers will be sent home. Information is posted in students' Tuesday Folders and the school sends out information via School Messenger (text, call, and e-mail). The Tuesday folder and marquee is kept current and posts information about school events. Dojo, Tuesday folders, and the Focus Portal is used to notify parent events or any other communication. Newsletters will be sent out every other week and letters are mailed out as needed. We also keep our school website updated and post frequently on our school Facebook page.

REQUIRED DEVELOPMENTAL MEETING

The Developmental Meeting is held at the end of the year. It can be looked at as an End of Year evaluation of your Title I, Part A Parent and Family Engagement process. Additionally, it is an opportunity to connect with parents to start planning for the upcoming year. Even if your school is not Title I the following year, the best practices of parent engagement should continue. This meeting should evaluate how well barriers were reduced or eliminated and celebrate the successes of the year.

Describe the steps and strategy that will be implemented to conduct the End of Year Developmental Meeting to evaluate Parent and Family Engagement that occurred during the year and to prepare for the upcoming year if the school continues to qualify for Title I, Part A funding.

Step 1: Survey parents throughout the year to make sure that our meeting times offer flexibility.

The goal is for all parents to be able to attend.

Step 2: Arrange to have multiple developmental meetings, if necessary.

Step 3: During the meeting(s), discuss/evaluate the Parent and Family Engagement events that occurred during the year.

Step 4: Make changes as needed.

Step 5: Hold a calendar meeting to plan for the upcoming year's Parent and Family Engagement events.

BUILDING CAPACITY

When a school receives Title I, Part A funds, it is responsible for building the capacity of each parent to improve their child's academic achievement. This includes activities and strategies for parents to understand challenging State academic standards; State and local assessments; how to monitor their child's progress and work; literacy training; how to use technology; and other strategies of how parents can assist their child with the learning process. All funds expended under this section should align to this section and to achieving the goals in the Title I Schoolwide plan by engaging parents and families. [ESEA Section 1116 (e)]

BUILDING THE CAPACITY OF PARENTS AND FAMILY MEMBERS

<p>Reflecting on the needs assessment process, what is an overview of how the school will implement activities that will build the capacity for meaningful parent and family engagement?</p> <p>Ortega Elementary will implement activities that will build the capacity for meaningful parent and family engagement by ensuring that the parents are involved in the planning process. The goal is for the activities to be meaningful, relevant, and helpful. Parents will be given surveys throughout the year to give feedback about times and activities they feel are most beneficial. With this information, we will align activities that are relevant to our parents and families.</p>
<p>How will the school implement activities that will build relationship with the community to improve student achievement?</p> <p>Ortega Elementary will implement activities that will build positive relationships with the community to improve student achievement by getting the community involved in our parent/family involvement activities. For example, the community will be invited to our Family Academic Nights, Museum Nights, SAC, and encouraged to volunteer during the school day. We will also invite our business and faith-based partners to assist us by offering various activities that involve our parents and students several times during the year (fall, winter, and spring).</p>
<p>(1) How will the school implement the Title I Parent Resource Room to support Parent and Family Engagement? (2) Explain how the Parent and Family Engagement Room is advertised to parents. (3) Explain how school staff (teachers and office staff) are trained on how to use the Parent Resource Room with parents.</p> <p>1) The school will implement the Title I Parent Resource Room to support parents by ensuring that parents are fully aware of the parent resource room and the items that are available to support their child at home. We will give them an overview of the parent resource room and the process for checking out materials during the various school related events such as Open House, Family Nights, SAC, parent-teacher conference and other events.</p> <p>(2) The Parent and Family Engagement Room is advertised to parents by using various forms of media such as the following: school marque, student planners/agendas, school website, parent -teacher conference, family nights, phone links, face to face with parents before, during and after school.</p> <p>(3) The school staff will be trained on how to use the parent resource room during pre-planning, common planning, early release day trainings and faculty meetings.</p>

If there are additional ways resources are provided for parents through the use of Title I, Part A funds, how are they provided and what trainings are provided to adequately prepare parents to use the resources and materials at home with their children?

The school will provide other reasonable support for parent and family engagement activities by offering ongoing activities for our parents. Parents are encouraged to stop in to the parent resource room daily from 9:00-3:00 and we have a para who is available every day to offer support and training to prepare parents to use the resources and materials at home with their children. We will also offer activities throughout the year where parents meet with the administrators or parent liaison to discuss student achievement, various subject areas by providing hands on activities, school improvement, family involvement, ELL support and other topics. We will purchase supplies and toner for our parent resource room and to provide to parents at activities.

Parents have expressed that they love the One School, One Book program so we are continuing to utilize it. We plan on reading the same novel across all grade levels this year as parents did respond better to that. This program is an all-encompassing program that provides the book, activities that can be done with parents and families, vocabulary building ideas, documents in Spanish, reproducibles for family use, trivia and so much more. This past year we also provided our ESOL families the text in both English and Spanish. Parents continue to praise and love being able to do reading with all of their children.

Commented [SCM7]: Added to address those allocations on the budget.

Commented [SCM8]: Per our discussion, I added what we discussed. Please feel free to add any additional information you would like to for the program.

PARENT AND FAMILY ENGAGEMENT EVENTS

If Parent and Family Engagement events are funded with Title I, Part A funds, they must be supplemental and cannot supplant activities that are funded with state and local funds. Additionally, events should contribute to the achievement of goals outlined in the Title I Schoolwide Plan.

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
<i>Example: FASFA and Scholarship Writing Night</i>	<i>Principal Brad Pitt</i>	<i>Parents will learn:</i> <ol style="list-style-type: none"> <i>1. How to complete the parent portions of FASFA</i> <i>2. How to research college websites for what their child need for admission</i> <i>3. How to use OneDrive and Focus to keep up on graduation indicators</i> <i>4. About the most popular scholarship websites and tips for receiving funding</i> 	<i>October 2022, February 2023</i>	<i>Sign-in; Evaluation/ Feedback; Parent screen shot of completed FASFA parent page; Evidence of one completed scholarship application after 3 weeks; Completed parent worksheet for the in-state and out of state college admission requirements</i>
Title I Annual Meeting (required) and Open House (No Allocation)	Principal, Assistant Principal, Para	Parents will learn ways to partner with the school in order to improve student achievement	September 2022	Sign In Sheets and Evaluation Forms
Parent Conference Days	Teachers	Parents will learn ways to work with their children at home. Parents will be trained on how to use flash cards, and some grade levels will distribute flash cards to parents for us at home	September 2022, October 22	Sign In Sheets, Teacher Conference Records
Trunk or Treat/One School One Book Kick-off (See budget)	Principal, Assistant Principal, Reading Coach, Para	Families will be introduced to the book, learn about the characters, and receive the reading schedule. This will reinforce a love of reading at home.	October/November 2022	One School One Book activities and forms, sign in sheet, evaluations, ELA data

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
Museum Exhibit Night/ Centennial Celebration (No Allocation)	Principal, Assistant Principal, Para, PTA	This event will build strong, positive relationships between school, home, and the community. It will enforce the school's vision of hands-on, minds-on learning for all students.	December 2022	Evaluations, Sign In Sheets, Achievement Data
The B.E.S.T. Night Ever! (See Budget)	Principal, Assistant Principal, Para, Classroom Teachers	This event will give teachers the opportunity to discuss the B.E.S.T. standards with family members, review test questions, and look at how standards, assignments and assessments are aligned. Suggestions for home learning will be shared.	January/February 2023	Sign In Sheets, Evaluations, Achievement Data
Pastries with Parents (See Budget)	Principal, Assistant Principal, Reading Coach	Families will learn useful techniques for selecting appropriate books and reading at home	February/March 2023	Sign In Sheets, Evaluation Forms, Achievement Data
Museum Exhibit Night #2 (See Budget)	Principal, Assistant Principal, Para	This event will build strong, positive relationships between school, home, and the community. It will enforce the school's vision of hands-on, minds-on learning for all students.	March 2023	Sign In Sheets, Evaluation Forms, Achievement Data
Title 1 Development Meetings (No Allocation)	Principal, Assistant Principal, Parent Liaison	Parents and school representatives will work together to discuss the upcoming Title One Parents and Family Engagement Plan,	March 2023	Sign In Sheets, Development Meeting Feedback Form, Evaluation Forms, School Calendar

Name of Activity	Person Responsible	What will parents learn that will have a measurable, Anticipated impact on student achievement	Month Activity will take Place	Evidence of Effectiveness - how do you know parents learned what was desired for them to learn?
		Activities, and Budget		

Schools may add or remove rows as needed.

PARENT COMPACT

The LEA shall ensure that each participating school, in conjunction with the parents of participating students, has jointly developed a school-parent compact that describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment; addresses the importance of ongoing communication between teachers and parents; describes the ways in which each parent will be responsible for supporting their child's learning; and is discussed with parents of elementary aged students.

As a Title I school, what evidence will you provide that will show that you have jointly developed a school-parent compact and that conferences were held with parents describing the compact? (Note this can be included with the Developmental Meeting - meeting attendance documentation is needed - flier, sign in, agenda, minutes, and evaluation)

Each year, we hold a collaborative meeting with parents to discuss and create a parent compact form for the school. We revise the plan and submit it on to our parents at Open House as well as our Annual Title One Meeting. Parents at that point give additional feedback and the parent compact form is distributed and flyers are created explaining the compact. The parent compact form is sent home. We create a phone link, website, texts, and send notes home to remind parents to review, sign and return the compact to our school.

Our teachers are also given additional copies of the parent compact so that they can reach out to families and have them sign the compact as well. Teachers have a parent compact log and they discuss with the parent compact form with parents during parent-teacher conference. We hold conference days throughout the year so that teachers can share test scores and academic information with families.

Teachers distribute compact forms several times each year and communicate with the parents in an attempt to collect a form from every family.

How will the principal ensure required conferences are implemented with ALL parents pertaining explaining the Parent Compact using the language or accommodations for parents needed?

Parent compacts will need to be returned the parent liaison at the end of each year. If teachers are struggling to make contact with parents, then the school principal or school counselor will reach out to the parent via phone or e-mail. Teacher will use a conference day to conference with all the students' parents.

INSTRUCTIONAL STAFF

The LEA shall ensure that each school implementing a Title I program devotes sufficient resources to effectively carry out high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all students to meet the state's academic achievement standards.

The LEA shall ensure that all instructional staff working in schools, funded wholly or in part with Title I, Part A, meet the statutory requirements of being state certified. The LEA must ensure instructional paraprofessionals work under the direct supervision of a teacher.

If the LEA hires teachers or paraprofessionals to provide Title I services to private school students, the LEA shall ensure the teachers are state certified and paraprofessionals are highly qualified. The LEA shall ensure that paraprofessionals providing direct instruction to participating students are under the direct supervision and in close and frequent proximity to a state-certified public school teacher.

As a Title I school, what evidence will you provide that will show that you (1) notification informing parents that their child was assigned or was taught for four or more consecutive weeks by a teacher who was not properly licensed or endorsed (2) provided a list of teachers who were ineffective, out-of-field, or inexperienced according to the statewide definitions described in Florida's Approved ESSA State Plan.

At Ortega, we provide information to parents regarding their child's teacher's qualifications. We send out a Right to Know letter to parents explaining parents right to request the following information: Licensing criteria for the grade level and subject area, their degree-major information, paraprofessionals' qualifications, etc.

In addition, we send out a letter regarding our out of field teachers. Letters are sent out twice in a school year to parents.

BUILDING THE CAPACITY OF TEACHERS AND STAFF MEMBERS

When a school receives Title I, Part A funds, it is responsible for educating teachers, specialized instructional support personnel, administrators, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. To the extent possible, parents should be involved in the development of training for teachers and educators to improve the effectiveness of training. [ESEA Section 1116(e)(3)]

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff on...				
1. The assistance of parents and families and in the value of their contributions. 2. How to reach out to, communicate with, and with parent and families as equal partners. 3. Implementing and coordinating parent and family programs and building ties between parent and families and the school.				
Name of Activity	Person Responsible	Correlation to Student Achievement	Month Activity will take Place	Evidence of Effectiveness
B3/activity lab training	Administrators	Improved ability for staff to build strong connections with students	Three times per year	Sign-in sheets, evaluation sheets, follow up with teachers and families
One School One Book Training	Reading Coach, Administrators	Improved ability for staff to engage with the families they serve	October 2022	Sign in sheets, evaluation forms, follow up with teachers and families, achievement data
Book Studies (various)	Reading Coach, Administrators	Improved ability for teachers to deliver highly effective instruction aligned to standards	Ongoing	Achievement data, follow up with teachers, surveys
ESOL training	Administrators, ELL para	ELL para will attend ESOL trainings and lead "coffee chats" for ESOL families which will result in an increase in student achievement data as well as	September, November, and January	Achievement data, follow up with teachers and families, sign-in sheets

Commented [RSM10R9]: Can you suggest an article or book to use for this training?

Commented [SCM9]: These are all great trainings. How will these trainings specifically improve relations with families? This was an item the state monitored us on last year. The PD here needs to focus on training staff to work with parents such as "How to Have a Parent Teacher Conference, Effective Communication with Families, etc.)

Commented [SCM11]: This is a great idea for staff ☺ The approximate month and evidence of effectiveness does need to be included.

		stronger relationships between school staff and our ESOL families		

COLLABORATION OF FUNDS

Choose all that apply	Grant Project, Funding Source, or Program	Explain how the school coordinates and integrates school level Parent and Family Engagement funds, programs, and activities with other Funds and Programs. [ESEA Section (a)(2)(C)]
<input checked="" type="checkbox"/>	IDEA - The Individuals with Disabilities Education Improvement Act	
<input type="checkbox"/>	VPK - Voluntary Pre-Kindergarten	
<input checked="" type="checkbox"/>	Title I, Part D - Prevention and intervention programs for children and youth who are Neglected, Delinquent or At Risk.	We are a full-service school and have a therapist on site twice a week. We also have two tutors that work with struggling students daily. Our school counselor and social worker also works directly with parents to provide equitable opportunities to children and youth who are at risk.
<input checked="" type="checkbox"/>	Title IX, Part A - The McKinney-Vento Homeless Assistance Act provides equitable opportunities to children and youth experiencing homelessness.	Our school counselor and social worker work directly with parents to provide equitable opportunities to children and youth experiencing homelessness.
<input checked="" type="checkbox"/>	SAI - Supplemental Academic Instruction - Super Categorical for supplemental instructional opportunities.	SAI funds are used for tutoring. We have two tutors that work at Ortega during the school day with select students in Reading and Mathematics. We also offer tutoring after school. Students can also use Raz Kids, Reflex Math and I-Ready.
<input type="checkbox"/>	Title II, Part A - Supporting Effective Instruction through professional development for administrators and teachers.	
<input checked="" type="checkbox"/>	Title III, Part A - Helping English Language Learners achieve English proficiency	
<input checked="" type="checkbox"/>	Title IV, Part A - Providing Supplemental Support and Academic Enrichment for students.	

Commented [SCM12]: How do the PFEP funds coordinate with the IDEA funds? Take your events for example. Your families of children with special needs are included in events and teachers work with those families to ensure they have the resources to help them.

Commented [ATH13]: How does the school support students who may fall into this category - Title I, Part D?

Commented [FKR14R13]: I completed this section. Please let me know if anything else is needed

Commented [SCM15]: How do these funds coordinate with your PFEP? Your ESOL Para provides support. Materials are provided to families in multiple languages.

Commented [SCM16]: This is another indirect fund that is provided to the school through the district by providing Acaletics, tutoring, early return, etc. This is similar to IDEA, ELL, etc in that the PFEP provides support to those parents through events to help students using these programs to improve student achievement.

Schools may add lines as needed.