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 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**

| **1. Does the mission statement include:**How the parent and family engagement plan is a shared responsibility?How the parent and family engagement plan will assist in providing high quality instruction for all learners? | With the support of families and the community, we create enriching and diverse pathways to lead our students to success.  |
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**Involvement of Parents**

| **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]? | We will create and support a safe school environment in which all students and parents feel welcome at Orlo Vista. A place in which we can work together and support each other by establishing activities for parents and families to participate in throughout the year.Notifications will be sent to families in a timely manner throughout the year in multiple languages through the following means:\*School website\*Class Dojo\*Email\*Phone calls\*School Messenger – mass messaging\*Newsletters\*Marquee\*Fliers\*Student planners\*Social media outlets\*Talking Points - two way communication tool for teachers and parentsExamples of parent involvement and decision making:\*School Improvement Plan\*Meet the Teacher\*Open House\*Annual Title I Meeting\*SAC/PTA meetings\*Multilingual Parent Leadership Meetings |
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**Coordination and Integration with Other Federal Programs**

| **3. Does the plan include:**How the school will coordinate and integrate parent and family engagement programs and activities?How the school will coordinate and integrate parent and family activities that teach parents how to help their child(ren) at home [ESEA Section 1116]? | Orlo Vista will engage families through a variety of school-sponsored activities and events such as:\*Literacy Night\*Math Night\*Science/STEM night\*Black History Program\*Winter Holiday Program\*Arts Night\*Mental Health Night |
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| **Program** | **Coordination** |
| **Title I** | Title I families will be invited to attend learning sessions through the Parent Academy offered by the school district and facilitated by our Parent Engagement Liaison. Title I information will also be reviewed during SAC meetings. |
| Title II | Professional Development training and strategies are provided to help teachers promote positive partnerships between families and schools. Our school will provide families with information about the Florida Assessment of Student Thinking (FAST) testing and the BEST standards. |
| Title III | The school will provide trainings and workshops through the Multilingual Parent Leadership Council to help families support their children’s English Language Acquisition. |
| IDEA | Parents of students in the Exceptional Student Education (ESE) program will receive academic support to understand their children’s Individual Education Plan (IEP), Enrichment Plan (EP), or 504 Plan. |
| Title X | McKinney Vento Program provides support to our homeless students. The families receive services throughout the year for their students such as breakfast and lunch at no cost, clothing, shoes, funding for field trips, school supplies, and gas/grocery gift cards.  |

**Annual Parent Meeting**

| **4. Does the plan include:**A description of the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school’s Title I program? A description of the nature of the Title I Program that is shared with parents (schoolwide or targeted assistance)?A description of how the meeting will cover adequate yearly progress (AYP), school choice, and the rights of parents are covered at the annual meeting?  | In conjunction with Open House, Orlo Vista will conduct the annual Title I meeting to inform families about the school’s Title I program which includes funding for:\*Title I/Migrant and Homeless program\*Academic Tutoring Support\*Parent Academies/WorkshopsThe meeting will be advertised along with Open House and concurrent sessions will be presented in varying languages.  |
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| **Activity/ Task** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| Create and distribute Annual Meeting/Open House flier in multiple languages; post advertisement on Class Dojo and social media platforms | PEL | Two weeks prior to Open House date; post weekly and day before event. Send second flier home day before event. | Comments/likes on posted advertisement; sign in sheets at event |
| Prepare Annual Meeting PowerPoint | Principal | Two weeks prior to event |  |
| Recruit presenters for Spanish and Haitian Creole sessions | Principal | Two weeks prior to event | Response to request for presenters |
| Translate PowerPoint into Spanish and Haitian Creole | Recruited translators | Two weeks prior to event | Submitted translations |
| Present PowerPoint at Annual Meeting | PrincipalRecruited translators | Night of event | Sign in sheets, remarks from attendees |
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**Flexible Parent Meetings**

| **5. Does the plan include:**How will the school offer a flexible number of meetings, such as meeting in the morning or evening? How will the school provide, with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement [ESEA Section 1116]? | The staff at Orlo Vista believes that family involvement in their children’s education is crucial. When families are involved in their children’s education, then their children are more likely to do better in school. Flexibility in providing engagement opportunities is key for family involvement. A variety of day and evening engagement opportunities will be provided throughout the school year. Parent/teacher conferences can be held in the morning or afternoon. Translation services will be arranged when needed. Report card conferences are held with all families after the first report card. Families of students who are struggling to meet grade level expectations will have more frequent parent/teacher meetings.  |
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**Building Capacity**

| **6. Does the plan include:**How the school will implement activities that will build the capacity for meaningful parent/family involvement? How will the school implement activities that will build relationships with the community to improve student achievement? How the school will provide material and training to assist parents/families to work with their child(ren)?How the school will provide other reasonable support for parent/family engagement activities [ESEA Section 1116]? | Throughout the year, Orlo Vista will provide multiple opportunities for families to build their capacity for involvement in their children’s education. |
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| **Activity/ Task** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Open House | Faculty and staff | Families will learn how to communicate with their child’s teacher, the content their child is expected to learn by the end of the year, and a specific activity that can be completed at home based on Reading or Math. | September 2023 | Sign in sheets; remarks from attendees; number of attendees using provided communication systems and activities.  |
| Report card conferences | Faculty | Individual report card conferences will take place with each student at the end of the first marking period. Teachers will share beginning of year testing data and help families understand what the data means for their child. Families will also receive specific activities and strategies that can used at home based on data. | October 2023 | Sign in sheets; conference summaries |
| Curriculum nights | Faculty and staff | Families will attend various evening events aimed at providing specific strategies and activities that they can perform with their children at home. Our curriculum nights will include Reading, Math, and Science. | October 2023-April 2024 | Sign in sheets; remarks from attendees; use of strategies and activities after events |
| Multilingual Parent Leadership Council | ECS | The ECS will conduct two MPLC meetings to help families of ELL students learn effective strategies to help with language acquisition and academic growth | November 2023 and March 2024 | Sign in sheets; remarks from attendees; use of strategies and activities after events |
| School Advisory Council | Principal | The SAC will meet at minimum every other month. SAC members will learn school data and share strategies that can be used to help the school improve. | August 2023-May 2024 | Sign in sheets; meeting notes |
| Performing Arts Events such as Winter Holiday Show, Black History Month Show, Spring Arts Show | Faculty and staff | Families will come to school to watch their children perform in various shows. These nights will combine take home parent engagement activities. | December 2023-Aprril 2024 | Sign in sheets; use of activities after event |
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**Staff Development**

| **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]? | School-wide staff development activities will be provided to help teachers and staff build working relationships with families. |
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| **Activity/ Task** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
| Pre-planning | Principal | Basic expectations for school/home communication will be set. Strong communication allows the families to be more involved and invested in the education process. | August 2023 | Teacher/staff use of provided strategies after meeting. |
| Title I Parent and Family Engagement Modules | Title I coordinator/faculty and staff | The modules in Canvas provide opportunities for reflection and can help staff learn better ways to partner with families which in turn boost student achievement | February – April 2024 | Completed course progress |
| Professional Learning Communities (PLC) | Principal/AP | During PLC meetings, specific strategies and methods for communicating critical information to families will be shared.  | August 2023-May 2024 | Sign in sheets |
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**Other Activities**

| **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]? | Families are always welcome at our school. Families who cannot come to the school can communicate via telephone, Class Dojo, or email. Families will be encouraged to read with their children nightly and help complete any assigned homework. Approved ADDitions volunteers will be invited to join classes on field trips and to support the teacher with in-school activities such as Field Day and holiday events.  |
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| **Activity/ Task** | **Person Responsible**  | **Timeline** | **Evidence of Effectiveness** |
| Parent Academy | PEL | August 2023-April 2024 | Exit slips; sign in sheets |
| ADDitions Volunteer program | PEL | August 2023-2024 | Number of volunteers on campus for events |
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**Communication**

| **9. Does the plan include:**How the school will provide timely information about the Title I programs? How the school will describe and explain the curriculum at the school, the forms of assessment used to measure student progress and the achievement levels students are expected to obtain? How, if requested by parents, the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren)/How the school will submit parents/ families comments if the schoolwide plan is not satisfactory to them [ESEA Section 1116]? | The Annual Title I meeting will be held in conjunction with Open House in September. Families will learn about the many benefits of the Title I program and how the money provided helps to support their children. Families will review the Parent and Engagement Plan and sign the School-Home Compacts. Families will learn about their children’s curricula by visiting classes during Open House and through conferences throughout the year. Assessment information will be shared at Open House, Report Card conferences, and at the Spring Family Assessment Night. SAC and PTA meetings will allow families the opportunity to be actively involved in improvement and engagement efforts throughout the year.  |
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**Accessibility**

| **10. Does the plan include:**A description of how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families?A description of how the school will share information related to school an parent/family programs, meetings, school reports, and other activities in an understandable, uniform format, and in languages that the parents/families can understand?  | Our staff includes personnel who speak English and Spanish or Haitian Creole. These critical personnel are involved in parent meetings to ensure understanding. Written correspondences from the school go home in the three main languages spoken by our families. Family events will run concurrent sessions, to the greatest extent possible, in multiple languages. Information posted on Class Dojo is translated as well.  |
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**Discretionary Activities**

| **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.) | There are no plans for discretionary activities at this time. |
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| **Activity/ Task** | **Person Responsible**  | **Correlation to Student Achievement** | **Timeline** | **Evidence of Effectiveness** |
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**Barriers**

| **12. Does the plan include:**A description of the barriers that hindered participation by parents during the previous school year? A description of the steps the school will take during the upcoming school year to overcome the barriers (with particular attention paid to parents/families who are disabled, have limited English proficiency, and parents/families of migratory children [ESEA Section 1116]? | The barriers we most frequently encounter are language, transportation, and fear of the education system.  |
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| **Barriers (Including the Specific Subgroup)** | **Steps the School will Take to Overcome** |
| Families whose predominant language is Spanish or Haitian Creole | Ensure all staff know how to use the translation services available, particularly the Insight app on Launchpad. Provide translation services during meetings. Provide concurrent family engagement sessions in multiple languages. Written correspondences sent home the three main languages. Posting on Class Dojo which provides translation. Sending messages through Connect Orange in multiple languages (texts in all three, voice messages in English and Spanish).  |
| Transportation | Encourage families to work together to help each other attend school events.  |
| Fear of education system | Try to make families feel as welcomed as possible. Patiently explain the processes to them and ensure they understand before leaving. Provide information in clear, understandable language and avoid education jargon as much as possible. |
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**School-Parent Compact**

| **13. Does the plan include:**As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement? | **Provide a scanned copy with this document of the School-Parent Compact and evidence of parent input in the development of the compact.** |
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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

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| **2023-2024** |

This policy/plan was adopted by the school and will be in effect for the period of 10/1/2023-9/30/2024.

|  **10/1/2023** |
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The School will distribute this policy to all parents of participating Title I, Part A children on or before 10/1/2023

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