

2018-
2019

Preparing for the Championship Game

Sabal Palm Elementary
School

Title I Plan
Leon County Schools # 0071

Anicia R. Robinson

Principal
(850) 488-0167

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Title I plans are coordinated with SIP and the Florida System of School Accountability.

- ☒ E. List of State, Local and other Federal Programs that will be included in the school program.
- ☒ F. Description of the use of Title I and other resources to implement the Individual School Plan (SIP) components.

III. Evaluation and Assessment

- ☒ A. Measures the school will use to include teachers in the decisions regarding the use of assessments.
- ☒ B. Activities designed to ensure that students who experience difficulty in mastering any of the state's challenging content and student performance standards are provided with effective, timely additional assistance which include:
1. Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 2. Periodic training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students.
 3. Plans for Teacher-Parent Conferences for any student who has not met such standards.
- ☒ C. Description of how the school will provide individual student assessment results, including an interpretation to parents of participating students.
- ☒ D. The school uses assessment data disaggregated by gender, major ethnic groups, limited English proficiency status, migrant students, and by children with disabilities as compared to other students, and by economically disadvantaged students as compared to students who are not economically disadvantaged to determine appropriate instruction strategies
- ☒ E. Distribution
1. Provision for statistically sound data for each category for which assessment results are disaggregated and released. Only data deemed to be statistically sound will be distributed for publication.
- ☒ F. Grades/Subjects the school will assess and the instruments used, including adequate yearly progress definitions.

IV. Attachments

- ☒ A. Budget
1. Personnel Listing
 2. Capital Outlay
 3. FA399
- ☒ B. Professional and Technical Schedule
- ☒ C. Parent Compact and Plan

I attest that **Sabal Palm Elementary** is in compliance with section 1119 of the *No Child Left Behind School Act of 2001*-Highly qualified staff.

Principal

July 3, 2017
Date

LEON COUNTY TITLE I SCHOOL PLANS
Statement of Included SIP Contents
2017-2018

Sabal Palm Elementary
School
June 3, 2016
Date

Anicia Robinson
Principal Signature
Ashley Kemp
SAC Facilitator

(Coordinated with SIP and Florida's System of Accountability)

I. School Information

- ☒ A. School Name, Number, and Title I School Wide Project
- ☒ B. Year of Implementation
- ☒ C. SIP Planning Process
1. Planning Team and Role of SAC
2. Process and procedures for developing School Improvement Plan
3. Dates or timeline
- ☒ D. Needs Assessment for the entire school
1. Comprehensive and detailed
- ☒ E. School Reform Strategies that:
1. Provide opportunities for all students to meet the state's proficient and advanced levels of student performance
2. Are based on effective means of improving the achievement of students
3. Use effective instructional strategies which may include the integration of vocational and academic learning
- (a) increase the amount and quality of learning time, i.e. extended year, extended day, summer programs and enriched accelerated curriculum.
- (b) includes strategies for meeting the needs of historically underserved populations low performing (bottom 25%) minorities, ESOL/LEP, gender, migrant, homeless, neglected & delinquent, ESE students, etc.)
4. Address the needs of all students in the school, particularly target population, through any program included in the school program which may include:
- (a) counseling, pupil services, and mentoring services.
- (b) College and career awareness and preparation.
- (c) Transition from school to work.
- (d) Incorporation of gender-equity, methods and practices.
5. Address how the school will determine if the needs of all students are being met.
6. Are designed to implement and integrate technology

II. Implementation

- ☒ A. Instruction – describe how instruction will be carried out by highly qualified personnel, i.e., certified teacher
- ☒ B. Professional Development Activities for teachers, aides, pupil service personnel, parents, principals and other staff, to enable all children in the school to meet the State's student performance standards.(10% of school's total budget in area not making AYP for SINI schools).
- ☒ C. Strategies to Increase Parental Involvement
1. Budget reflects 1% of the school's total Title I budget
2. Annual meeting to explain the schools participation in the Title I Project.
- ☒ D. Transition of students P-K, elementary, middle, high school (describe process)

Sabal Palm Elementary



2018-2019 School Improvement Plan (SIP) ASSURANCES

Our school held a properly noticed public hearing at which we reviewed the SIP mission and goals.

Our SAC approved our SIP for 2018-2019, and our meeting minutes reflect the SIP approval vote.

We have copies of our approved SIP on file at school and available to the school community.

Date of Public Hearing

Date SAC Approval

Principal Signature

Anicia Robinson

Principal Name

Meaghan Wetherington

Ashley Kemp

SAC Co-Chair Signature

SAC Co-Chair Name

SAC Co-Chair Signature

SAC Co-Chair Name

Leslie Moore

TEC Representative Signature

TEC Representative Name

Site Facilitator Signature (Optional)

Site Facilitator Name

NEEDS ASSESSMENT:

Sabal Palm Elementary School uses the Eight Step Florida Continuous Improvement Model to improve student achievement. The model is based on best practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups and supports data driven decision- making. The Department of Education as well as the SPE Leadership Team will provide Florida Continuous Improvement Model (FCIM) Training in conjunction with Progress Monitoring Data Disaggregation Training in July of 2016. The FCIM and By the Numbers process accomplishes data desegregation, timeline development, instructional focus, assessment, tutorials, enrichment, maintenance and monitoring in a cycle of Plan-Do-Study-Act.

Members of the SPE Leadership Team conducted a comprehensive school-wide needs assessment. Data sources used to collect student performance data include: iReady Enterprise, Wonders and FSA Writing, STAR, AIMS Web, Data Director, Scholastic Reading Inventory, Accelerated Reader, Go Math, FSA Math, and Science Florida Comprehensive Assessment Test (FCAT).

Sabal Palm Elementary School will continue to implement its school- wide behavioral management program adopted from Positive Behavior Intervention Support in order to provide a nurturing and safe learning environment. In addition to a full time guidance counselor, a part time Parent Involvement Specialist will be hired to augment current student services. The guidance department will implement career exploration and career planning services including working with students through our Guidance GEMS program. Additionally, Peer Mediation and Anti-Bullying Programs will continue during the 2018-2019 school year.

SCHOOL REFORM STRATEGIES/IMPLEMENTATION:

A major commitment has been made by SPE to implement school-wide Curriculum Action Plans aligned to **Florida Standards** and Next Generation **Content Area Reading Professional Development Strategies**. Florida Common Core Curriculum Action Plans will act as curriculum pacing guides for instructors to follow during the 20182019 school year. Benchmark Assessment Guides will also be utilized in order to target and schedule school-wide content Mini-Lessons throughout the year as well as ongoing progress monitoring tools. The FCIM will continue to be implemented in reading, writing, math and science for the 2018-2019 school year. In addition, school wide, research-based reading strategies and professional development with continuous follow-up trainings will be ongoing, and monitored throughout the year with daily classroom visits.

The following strategies will be funded and used school-wide through Title I:

Strategy #1:

Highly-Qualified Staff:

All instructional personnel were highly qualified for the 2016-2017 school year and will be for the 2018-2019 school year. Teacher certification documents are housed in a notebook in the principal's office and are referenced when making the master schedule. No teacher is scheduled to teach in an area that they are not highly qualified to teach. Team-teaching models and demonstration classrooms will also be used to endure a highly-qualified staff.

Behavioral Modification Specialist/Case Management Specialist – Due to high mobility rates and high rates of non-traditional homes, a majority of our students face psychological and emotional challenges that often times make it difficult for them to succeed academically. As a result of their circumstances, they are often programmed to handle conflict through aggression, explosive verbal altercations, sexual activity, and in some cases alcohol and drug abuse. In addition to the normal behavioral guidance issues that are involved in traditional schools, we lack the staffing power in many instances to address the needs of all students all the time. Our current RTI Data shows that we

conduct conflict mediations due to emotional and psychological distress as many as 10 times per week. We also currently have on average about 20-25 students per grade level in K-5 that are in Tier 3 of the RTI process.

Parent/Community Liaison – Similar to the need for behavioral modification assistance, Sabal Palm is surrounded by many broken families. Families that encounter repetitive incarcerations, drug use, physical and sexual abuse, and high rates of unemployment often look to our staff around the clock to provide advice, counseling, job references, and statements of character during court hearings. Sabal Palm is a community school that seeks to provide services to the families of our students beyond the seven-hour school day. On a regular basis we host food and clothing drives to distribute care packages to our parents at the end of the school day and during holidays.

Content Area Reading Specialist and Data Coach – Under new standards and legislation employed by Florida DOE and Race to the Top Criteria, Sabal Palm is moving towards implementing the Florida Standards through Content Area Reading Professional Development (CARPD). The training and implementation of CARPD has been assigned as an additional responsibility of our current Reading Coach who is already taxed with current Corrective Intervention duties along with reading professional development needs of existing teachers. Additionally, the disaggregation of school-wide student data and the data chat conversations with teams will be the responsibility of this position. Considerable amount of professional development needs to be provided for capacity building. Continuing training and technical assistance for all staff is critical to any type of systems change and movement toward improvement because accountability for positive outcomes for all students is a shared responsibility of all personnel. To develop consistency across programs, it would be beneficial to offer three or more opportunities for professional development throughout the year. We must include training opportunities be offered to parents, as well as educators, to help maximize the achievement of all students, including students with disabilities. To meet the needs of all participants, these opportunities could be delivered in a variety of formats:

- Workshops
- Seminars
- Distance learning
- Videoconferences
- Online courses
- Florida State Great Explorations in Math and Science (GEMS)

It is vital to offer continuing professional development that addresses relevant areas essential to effective implementation of RTI and improved student outcomes. These areas could include the following:

- Collaborative decision making (professional learning communities)
- Effective use of data, including data gathered through progress monitoring, in making instructional decisions
- Collaborative delivery of instruction/interventions
- What constitutes "interventions" versus "accommodations and modifications"
- Progress monitoring techniques
- Parent engagement strategies

Instructional Paraprofessionals – Highly qualified paraprofessionals will be hired to assist with providing intervention assistance and case management for students in our RTI process and/or those that have an Individual Educational Plan (IEP).

Strategy #2:

On-going Professional Development:

- **Patriot Guardian Program** allows Veteran teachers to assist beginning and new Sabal Palm Elementary School teachers with managing the paperwork and giving different classroom management and instructional suggestions.
- **Achieve3000 (KidBiz)** – *Achieve3000 uses a comprehensive approach to literacy development that takes students from a Level Set exam designed by MetaMetrics, to differentiated and tailored text exposure, and adaptive content with ongoing assessments. Training will be provided to teachers during the school year.*
- **Personal Math Trainer** is the online, adaptive assessment and personalized learning system provided as a supplement to our adopted Go Math Curriculum that has an automatic reporting and intervention system for the teacher. Personal Math Trainer is diagnostic, prescriptive, and adaptive, and develops a Personal Learning Path for every student. Personal Math Trainer also provides educators with real-time insights into each student's needs, challenges, and learning styles. Students also have access to video tutorials, examples, and step-by-step solutions to each problem.
- **Ready Program** – The Reading Florida English Language Arts program and Math Program uses a proven-effective, gradual release model that ensures students get the modeled and guided instruction they need to build confidence and mastery of the new LAFS and MFS. It also provides point-of-use professional development for teachers to help them teach the new LAFS effectively.
- **Typing Club**- Typing club is a program designed to assist students with important keyboarding skills needed for state assessments and integration into the global society. Students in grades 1-5 will have an unique account that track their data and is used to assist in fluency, accuracy and speed.

Strategy #3:

Single-Teacher Self Contained Class

Grade 3 class will be implemented during the 2018-2019 school year. Students will receive intensive instruction in reading and math. Highly Qualified teacher will provide them with the needed strategies. Also additional push in support will be provided to allow for intensive small groups when called for. . These targeted lessons aim to address social and personal growth topics that are traditionally unable to be covered due to pacing of core curriculum. Coordinators will be responsible for providing guidance and counseling services for all student participants.

Strategy #4:

Lego Mindstorm and Robotics

Lego Mindstorm is comprehensive robotics programming and coding curriculum that makes building, programming and commanding the students own Lego robots smarter, faster, and more fun than ever. Students will be provided with a Lego Mindstorm kit that will be used as the foundation for exploring the scientific method, physics, engineering, and much more.

Strategy #5:

Increasing Parental Involvement

Increasing parental involvement is a pivotal piece of the equation for student achievement. Incorporating days for parents to attend specialized functions such as Donut for Dads, Grandparents day, Muffins for Mom, Flag Football Parents Club, Cheerleading, Take your Parent to work day, etc allows to foster the relationship with parents and the school. Creation of PTO membership cards and active recruiting for the 2018-2019 will bring parents into the school and allow them to be active participants in the education process of the students. We will also be incorporating a dress for success day as well as First Friday to allow parents to get a sense of what the students are learning in class.

Strategy #6:
Student Transition

Student transition from Pre-K to K and from elementary to middle school allows for unique relationships and opportunities for community partnerships. Local day care and pre-schools will be afforded tours throughout the school year to actively engage and share needed and necessary information between the school and the community. Middle school presentation and shadow days are also provided for students transitioning to middle school allowing for a glimpse into the next curricula stage of the educational process. Students in grade K-5 are provided instruction during the last part of the school year through the upcoming school year materials.

DESCRIPTIONS OF THE USE OF TITLE I:

Title I funds will be utilized for planning and implementation needed to carry out the 2016 – 2017 SIP plan. Additional instructional paraprofessionals will be hired and utilized for the administration of:

- Administering student progress monitoring and performance assessments
- Providing intervention instruction in reading
- Providing assistance with core math and reading instruction
- Monitoring progress with Accelerated Reader for Target Students
- Providing assistance with core curriculum for ESOL/ ELL targeted students

Additionally, a Parent Involvement Coordinator will be utilized for:

- Implement parent workshops and special events in order to increase parental involvement;
- Provide information to students, parents, and community members regarding promotion requirements;
- Organize and host at least two major Parental Involvement activities per semester during the 2017-2018 school year;
- Recruit and train community mentors and volunteers for SPE
- Establish working partnerships and relationships with local agencies and organizations

Finally, allocations will be set aside for securing staff development presentations and trainings, travel expenses for out-of-district professional development opportunities, college readiness and outreach programs, community projects, and securing of peripheral devices for computer labs upgrades and robotics materials.

(See Budget Page)

EVALUATION AND ASSESSMENT

ASSESSMENTS AND DECISION MAKING:

Teachers will be represented on the school planning and advisory councils that make decisions regarding the use of assessments. Teachers will utilize the results of state assessments, grade-level assessments, weekly mini-assessments, state released standardized tests, computer-based assessments, teacher observations, and Afterschool Academy assessments will be used to identify student needs and to determine whether subgroups are making progress towards adequate yearly progress (AYP).

ACTIVITIES FOR EFFECTIVE TIMELY ASSISTANCE:

1. Multiple measures will be used to ensure that students' difficulties are identified on a timely basis so that appropriate instruction can be implemented.
2. Professional development for staff will be included to help teachers identify student difficulties and how to provide appropriate assistance.
3. Teacher-parent conferences and Intervention Assistance Team (IAT) meetings will be held as needed for any student.

ASSESSMENT RESULTS TO PARENTS:

Individual student assessment results (i.e. FCAT/FSA, Parent Portal, teacher Progress Reports, iReady prescriptive scheduling, Unify performance results, and informal assessments) will be shared with parents in a variety of ways and formats.

DISAGGREGATED DATA:

The Florida Department of Education will make provisions for the collection of assessment data disaggregated by gender, ethnic groups, Limited English Proficiency status, migrant students, by students with disabilities, and by economically disadvantaged students. iReady and Renaissance Learning will also be used to disaggregate student data based on AYP subgroups.

DISTRIBUTION:

The Florida Department of Education will make provisions that only statistically sound data for each category for which assessment results are disaggregated and released for publication.

ASSESSMENT:

Adequate yearly progress of each program will be determined using the assessments outlined in the Florida System of School Improvement and Accountability. The Title I requirements will be aligned with state requirements.

Appendix A



Budget Pages (attachments)

APPLICATION FOR THE TARGETED ASSISTANCE AND SCHOOLWIDE PROJECT GRANT UNDER TITLE I, PL 103-382

District/Agency: Leon County: Sabal Palm Elementary

FLORIDA DEPARTMENT OF EDUCATION PROFESSIONAL AND TECHNICAL SCHEDULE FOR STATE AND FEDERAL PROJECTS

On This Schedule, Record Only Disbursements for the Purchase of Professional and Technical Services

(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) DESCRIPTION OF SERVICES	(4) PROPOSED DISBURSEMENT
5100	391	Reading: Achieve 3000 125 Licences for 3 rd year of 3 year implementation (\$18,060)	4,515.00
5100	510	Ready 1 st Grade Reading books	1,500.00
5100	510	Reading: Ready ELA-Curriculum Associates	4,494.00
5100	391	Math: Peronsal Math Traininer (1 st -5 th) 250 licenses @ \$5.00/per student	2,000.00
5100	510	Math: Ready Math- Curriculum Associates	4,494.00
5100	510	Ready Math 2 nd -5 th grade	3,400.00
5100	391	Read naturally Reading Fluency	2,000
5100	391	Go Math: Personal Math Trainer	2,000.00
		Lake Shore Learning	2,127.13
TOTAL PROPOSED DISBURSEMENTS FOR CONTRACTED AND CONSULTANT SERVICES			



Appendix B

Additional Parent Involvement Support Data

Parent Involvement Procedures (attachment)

2018-2019 Parent Compact (attachment)

Parent Plan (Part of School Improvement Plan)

Leon County Title I



Local, State and Federal Programs that Support School Improvement for

Sabal Palm Elementary:



- Title I
- America Reads
- Reading First School
- Florida Mentoring Initiative
- National Elementary Honor Society
- National Network of Partnership Schools
- Sabal Palm Parent Teacher Organization
- Supplemental Education for Students
- Leon County Professional Development School Network
- United Way Reading PALS



Parent Involvement Procedures

The Leon County Title I Parent Involvement Program will be comprehensive in nature and will encourage practices that enhance involvement and support parents and schools as partners in the improvement of student achievement.

Parents of all students in the Title I program shall have the opportunity to participate in the design and implementation of the Title I program. Individual schools shall:

- Develop a school-parent compact or agreement.
- Have an annual meeting(s) early in the school year to provide an opportunity for parents to receive information about the Title I program and their right to be involved in the program.
- Schedule a minimum of one conference per year with parents. Kindergarten, first and second grade teachers shall schedule two conferences per year in compliance with the Leon County report card procedures.
- Provide flexible and regular meeting opportunities for parents to share experiences and participate in decisions relating to the education of their children
- Provide a description and explanation of the curriculum being used at school and the forms of assessment to measure student progress.
- Have access to and coordinate with community and support services for children and families
- Encourage parents as leaders and decision makers in support and advisory roles.
- Have strategies addressing parent involvement in their Title I Plan including:
 1. Literacy for parents.
 2. Effective ways of communicating with all stakeholders.

1.063 Family and School Partnerships.

(1) The School Board of Leon County believes that a genuine and mutually respectful partnership among parents and guardians, schools and the district, coordinated across all programs and grade levels, supports student learning and school success. This policy provides a broad framework to help assist educators to develop comprehensive programs of family and community involvement and effective communications.



Parents/Guardians,

We are gathering information to learn more about ways to improve and expand the Family Involvement experience for you, and ways to best meet the needs of our Sabal Palm school community. Please help us by completing this brief survey and returning it to your child's teacher. Each class that has at least 80% of the surveys returned will receive **popsicles**. Each class that has 100% of the surveys returned will receive a **pizza party**. Thank you for your time!

1. What are we doing already that is **positive and helpful** for you and your child/children?

2. What would make you **feel more welcome** at Sabal Palm? _____

3. Complete the statement: "Sometimes I miss school events because _____"

4. What can we do to help you assist your child in school? _____

5. I would like to know more about (check all that apply):

☐ Family Needs ☐ My Child's Education ☐ Other _____

6. What is the **best time** for you to **attend school activities** (parent workshops, trainings, etc.)

7. Who is the **best person** to contact regarding your child's academic performance and behavior?

What are the **best times to contact** this person? _____

What are the **best ways to communicate** with this person? (i.e. phone, e-mail, backpack mail, home visit)

Please return this survey to school by Friday, *September 28, 2018* to help your child's class earn popsicles or snow cones.

Sabal Palm Elementary School Parent Survey



Action Plan – Sabal Palm Elementary

1. Develop Survey- Parent Involvement Committee (PI) creates a survey
 - a. Utilize notes from School Advisory Committee
 - b. Clearly state reasons for survey (“Preamble”), time table, and method for return process
 - c. Complement School Improvement Plan (SIP)
 - d. Include incentives for return- i.e. Celebrations tickets
2. Distribute Survey: Include in the first parent newsletter (First Friday in September.) and attach to school web site.
3. Analyze Survey Data- Parent Teacher Organization (PTO) and PI committee
 - a. Identify 3 main goals identified from the returned surveys- i.e. Improve School safety/discipline, Parent Education, After school Care
 - b. Develop implementation sub committees- i.e.
 - i. Resource/Partnership identification and communication (see list of ideas)
 - ii. Programs and Activities (see list of ideas)
 - iii. Communications- What, When, Where, Who, Why (see list of ideas)
4. Report-Go Public with the plan- PI committee reports at PTO meeting.
Information will also be included in the next school newsletter and attached to school web site
5. Implement – the first step and start small
6. Evaluate – go back to identified main goals (3a. and see list of ideas)
7. Plan for Sustainability and Expansion (see list of ideas for Parental Empowerment)

The Sabal Palm Community is dedicated to developing life-long learning within a safe and caring environment which promotes respect, resourcefulness, and responsibility.

As a Parent/Guardian, I, _____, will:

- ❖ See that my child attends school regularly and on time;
- ❖ Provide a home environment that encourages my child to learn;
- ❖ Insist that all homework assignments are completed;
- ❖ Communicate regularly with the teacher;
- ❖ Attend conferences, and call the teacher with questions;
- ❖ Support the school in developing positive behavior;
- ❖ Talk with my child about his/her school activities daily;
- ❖ Read daily with my child and let my child see me read;
- ❖ Monitor my child's television viewing;
- ❖ Volunteer time at my child's school or during school related activities;
- ❖ Show respect and support for my child, the teacher, and the school.

As a student, I, _____, will:

- ❖ Believe that I can learn and will learn;
- ❖ Arrive to school on time and attend school everyday unless I am sick;
- ❖ Come to school with all supplies and other tools necessary for learning;
- ❖ Always try to do my best work while using my best behavior;
- ❖ Work cooperatively with my classmates;
- ❖ Show respect for myself, my school, and other people;
- ❖ Obey the school and bus rules;
- ❖ Take pride in my school.

As a teacher, I, _____, will:

- ❖ Believe that each student can learn;
- ❖ Show respect for each child and his/her family;
- ❖ Come to class prepared to teach;
- ❖ Provide an environment conducive to teaching;
- ❖ Help each child grow to his/her fullest potential;
- ❖ Provide meaningful and appropriate homework activities;
- ❖ Enforce school and classroom rules fairly and consistently;
- ❖ Maintain open lines of communication with students and parents;
- ❖ Seek way to involve parents in the school program;
- ❖ Demonstrate professional behavior and a positive attitude;
- ❖ Use special activities to make learning enjoyable.

As principal, I, _____, will:

- ❖ Encourage positive communication among teachers, parents, students, and self;
- ❖ Encourage teachers to regularly provide assignments that will reinforce classroom, instruction;
- ❖ Provide an environment conducive to learning and teaching;
- ❖ Show respect for teachers, students and parents.

Parent Signature: _____

Student Signature: _____

Teacher Signature: _____

Principal Signature: _____

Anicia R. Robinson

Telephone (850)488-0167 * Fax(850)922-8481

Volunteer training shall be offered through a variety of media and at times when working parents and guardians may attend.

(e) **Learning at Home.** The district and schools shall create conditions that support the involvement of families with their children in learning activities at home, including homework.

(f) **Decision Making.** The district and schools shall include families as participants and full partners in school improvement planning, school decisions, governance, and advocacy through parent groups, school and district advisory councils, committees and other parent/guardian organizations. Information shall be given and opportunities shall be provided for parents and guardians to make suggestions and participate, as appropriate, in decisions relating to the academic progress of their children.

(g) **Collaborating with the Community.** The district and schools shall collaborate with businesses and other community groups to coordinate resources to strengthen schools, families and student learning. Partnerships with governmental agencies and other groups to make school programs and services available to families after regular school hours shall be developed.

(5) Parents and guardians shall be involved in the development, implementation and evaluation of family involvement programs and the effectiveness of this policy.

(6) The district and school shall provide professional development opportunities for staff members to enhance their understanding of effective parent and community involvement strategies.

Statutory authority: 1001.42, 1001.51 and 1001.54, F.S.

Law implemented: 1002.23 and 1012.98, F.S.

Policy Adopted: November 18, 2003



(2) The school district is committed to meet its responsibility to provide high quality curriculum and instruction in a safe, caring and supportive learning environment that enables students, with the support of families and the community, to meet the highest academic achievement standards.

(3) The School Board believes that a student's achievement in school is enhanced by a family that:

(a) Creates a home environment that instills the value of education.

(b) Expresses high expectations for their children's achievement and future careers.

(c) Becomes involved in their children's learning activities and school.

(4) The district and schools shall identify and implement effective parent and guardian involvement and communication practices that improve student learning and meet the needs of its families. The practices shall include:

(a) **Parenting.** The district and schools shall promote parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support students' learning. Staff members shall strive to understand families and appreciate the diversity of cultures and approaches to child rearing. Parent training shall be offered through a variety of

(b) media and at times when working parents and guardians may attend. A parent resource center shall be established at each school site with information and materials that may help parents and guardians in their role as their child's primary teacher.

(c) **Communicating.** The district and schools shall communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. These shall be clear, understandable, consistent, two-way and meaningful and shall promote mutual respect and appreciation. The communication with parents and guardians shall include a description of the curriculum in use in the school, the forms of academic assessment used to measure student progress and the proficiency levels of students as they progress, including performance on grade level standards.

A variety of communication methods and opportunities shall be used and special efforts made to contact traditionally hard to reach families. Personal contact at open houses or other school events and through parent-teacher-conferences, telephone or home visits, shall be used to seek parental assistance with student academic or social difficulties or to recognize achievements.

(d) **Volunteering.** The district and schools shall support efforts to improve recruitment, training, activities and schedules to involve families as classroom volunteers, and participants at school sponsored or other school related events.

“Preparing for The Championship Game”



Sabal Palm Elementary School

2018-2019

Title I Parent and Family Engagement Plan

Principal: Mrs. Anicia Robinson

Assistant Principal: Mrs. Jameeka Wallace

Parent Coordinator: Mrs. Regina Randolph-Hollis

Plan approved by signature _____ Date _____

Plan approved by signature _____ Date _____

Plan approved by signature _____ Date _____

Plan approved by signature _____ Date _____

Plan approved by signature _____ Date _____

School Name: SABAL PALM ELEMENTARY SCHOL 2018-2019 Title I, Part A Parent and Family Engagement Plan

I, Anicia Robinson 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

- 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 Section 8101, ESEA; as amended by ESSA.
- Involve parents/families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement plan, distribute it to parents of participating children, and make available the parent involvement plan to the local community.
- Involve parents and family members in an organized, ongoing, and timely way, in the planning and review, of the school parent and family engagement plan.
- Use the findings of the parent and family engagement policy to review and design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement plan.
- If the plan for Title I, Part A, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan to the local educational agency.
- Provide to each parent an individualized student report about the performance of their child (ren) on the state assessment in ELA, Math and Science.
- Provide each parent timely notice when their child has been assigned or been taught for (4) four or more consecutive weeks by a teacher who has not completed the criteria for state certification.
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.


Signature of Principal


Date Signed

Mission Statement

Parent and Family Engagement: Mission Statement (Optional)

Response: The mission of Sabal Palm's Parental Involvement Plan is to enable and encourage all parents to participate with school personnel in an effort to improve and enhance students' academic and social success. Sabal Palm will actively solicit and welcome parental participation and advocacy in all aspects of the educational process. We believe:

- A. That every student can Learn and Students, Staff, and Parents form a community of learners.
- B. That parents are full partners in their child's education and should be included as appropriate, in decision making committees,
- C. That the responsibility for learning is a joint venture between the student, parent and school,
- D. .That the school environment must be safe, respectful, caring and supportive of all students and parents.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parent and family engagement will be used [Sections1116].

Response: Sabal Palm will continue to use the Joyce Epstein Model to involve parents on all levels. Currently, the school has three committees that provide input into the improvement, development, implementation, and evaluation of all Title I school related activities: SAC=School Advisory Council, PTO=Parent Teacher Organization, and the TOC=Title One Committee.

Parents are invited and encouraged to become active members of each group and participate in the school improvement process. Decisions involving the use of Title I funds reserved for parental involvement will be made during the SAC/TOC monthly meetings. Input from parents is documented in the AdVanced Ed Survey/Climate Survey and Title I Survey and used to help guide the components of the school improvement plan.

Coordination and Integration

Describe how the school will coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1116].

count	Program	Coordination
1	Title I	Monthly and/or quarterly meetings are coordinated with the District Title I office to address the needs of students and ways for parents to be actively involved in their child's education.
2	Title 4 Part B -	Services are coordinated with the 21st Century LEAP Program to provide academic and enrichment activities after school for over 90 students.
3	Title I, Part C	Migrant – our ESOL teacher and Guidance Counselor works closely with migrant families to provide academic and social strategies that enhance self-esteem and improve their educational experience.
4	Title I, Part D	Sabal Palm works well with the District to support The Every Child Succeed Act (ESSA), services are coordinated with drop-out prevention.
5	Title II	Sabal Palm coordinates the training of technology with the District by providing a quarterly technology training for parents to help students at home.
6	Title III	The administration coordinates with the District ELL staff to provide a full time teacher to work with parents.
7	Title IV	Sabal Palm coordinates with the District and Sheriff Department to provide parent information about drug education and prevention.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school-wide or targeted assistance), Adequate Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1116].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Parent Meeting Open House – Fliers	Mrs. Robinson Mrs. Wallace Parent Liaison – Mrs. Regina Randolph-Hollis	September 6, 2018	Fliers, Agenda Sign in Sheets, and Marquee

2	Fliers about Annual Title I Parent Meeting were sent home with students	Parent Liaison – Mrs. Regina Randolph-Hollis	Two weeks before Meeting	Fliers
3	Meeting was also posted on School Marquee.	Parent Liaison	Beginning of the Month	School
4	Agendas/ Classroom PowePoint Presentations	Principal Anicia Robinson/ Classroom Teachers	Day before meeting	Agenda/ Individual Grade Level Teachers

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how will the school provide with Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

Response: Sabal Palm Elementary offers child care during the following evening activities: PTO meetings, SAC, Monthly Parent Workshop during PTO/ SAC Meeting , Curriculum Nights Science Fair Help Night and Back to School Open House. Title I funds are used to help with paying for child care and some home visits during the regular school year.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parent/family involvement, in order to ensure effective involvement of parents and to support a partnership among the school, and the community to improve student academic achievement. 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. Include information on how the school will provide other reasonable support for parent/family engagement activities under [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Parent Teacher Conferences	Classroom Teachers	Expectations will be given to parents to help students at home.	As Requested 1 & 9 weeks	Progress Alerts Report card grades Parent Teacher Conference Form

2	State Standards & District Promotion Policy - Hard Copy	Principal/ Asst. Principal	Parents will be given brochures with grade level CCSS to help their child at home.	1st Semester	Benchmark Mastery of the CCSS Standards
3	Monthly Newsletters: Hard Copy -- Parents Make the Difference	Parent Liaison/Administration	All newsletters are designed to give parents strategies to increase academics and increase parent awareness of school activities and functions and are grade specific	Monthly	Newsletters
4	Family Literacy -- Small Groups	Reading coach/Intervention Groups	Parents will learn strategies to help their child improve reading.	1st Semester	Flier, Agenda, and Sign in Sheets
5	Parenting Skills - Small Groups	Guidance Counselors/ESOL	Parents will gain strategies to help students with life skills	As needed	Letter to Parents/ Sign Sheets
6	Annual Parent Meeting/Open House	Principal/ Asst Principal Faculty Staff/ Parent Liaison	Parents will learn about Title I and receive information from their child's teacher about promotion/ testing requirement	1st Semester	Flier, Agenda, and Sign in Sheets
7	PTO/ SAC/ Parent Workshops	Principal/ Assistant Principal/ Parent Liaison	Parents by attending these meetings will have the opportunity to have input on decisions regarding SPES and also have the opportunity to listen to different speakers on topic that would increase family engagement at home as well as school	Monthly	Flier, Agenda, and Sign in Sheets/ Handouts

Staff Training

Describe 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 parent/families, in the value and utility of contribution of parents/families. Describe how the school will reach out, communicate with and work with parents/families as equal partners. As well as implementing and coordinating parent/family programs, and in building ties between parents/families and the school. [ESEA Section 1116].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Bi-Weekly Team Meetings	Administration	Building Respectful and Caring Relationships with students and Parents that enhance academic performance. Data Review and analysis to drive instruction in the classroom.	Year Round	Agenda, and Sign in Sheets Decrease in the number of students' Referrals.
2	Effective forms of Communication	Administration	Provides strategies for teachers to effectively communicate parents.	Monthly: Faculty Meeting	Teacher / Parent

					Agenda, and Sign in Sheets
3	Florida Positive Behavior Interventions and Support	Guidance Counselor/Parent Liaison/Administrators	<p>Creates a positive supportive environment that enhance academic learning in class.</p> <p>Token economy systems to encourage positive decision making.</p> <p>Distribution of Decision Dollars for making good decisions.</p> <p>Implementation of behavior logs.</p> <p>Implementation of behavioral conferences with parents/guardians.</p>	Year Round	<p>Decrease in the number of students' Referrals.</p> <p>Sabal Palm Paw Shop</p>
4	ESE Training	All Teachers	Provide strategies for Parents working with ESE Students.	Year Round	<p>Improved results on Assessments.</p> <p>Improved communication with parents and students.</p> <p>Use of Rosetta Stone.</p>
5	Effective use of instruction through data	Administration	<p>Increased student achievement and instructional strategies in the classroom.</p> <p>Increased instructional effectiveness.</p>	Year Round	<p>Staff Survey</p> <p>FSA/FCAT Results</p>

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [ESEA Section 1116].

Response: Career Workshop/Parent Workshops

- A. Set -date/advertise
- B. Organize community support
- C. Plan activities with parents and staff

D. Host Activity

Administrators/Parent Liaison/Committee Members

Beginning of each semester/ Monthly

Communication

Describe how the school will provide the following under [ESEA Section 1116].

- Provide a description of how parents/families will be given timely information about the Title I programs.
- Describe and explain the curriculum at the school, the forms of academic assessment used to measure student progress and the achievement level standards the students will obtain.
- If requested by parents, how will the school provides opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- Methods the school will use to submit parents/families comments if the school-wide program plan is not satisfactory to the parents of participating children, that will be made available to the local education agency [ESEA Section 1116].

Response: Sabal Palm sends out information about Title I programs during the summer, back to school orientation, and during open house. Information is posted on the school website and hard copies are sent home during the first nine weeks of school. In addition, some information is sent home to parents in their native language from the ELL teacher. During the school year, we send home newsletters and other communication to parents by way of agenda books. Parents will also receive monthly newsletters and communication through school social media outlets.

Accessibility

Describe how the school will provide full opportunities for participation in parent/family engagement activities for all parents/families and how the school plans to share information related to school and parent/family programs, meetings, school reports and other activities in an understandable, uniform format and in languages that the parents/families can understand.

Response: Ramps were added to accommodate parents with disabilities in order to have full access to classrooms, portables and other buildings. There is an elevator on the stage to accommodate students and parents during special events. Teachers with ELL students will be required to take on-line ESOL class in order to learn strategies to help their ELL students. Employment of full time ELL staff member to translate with parents.

A monthly newsletter is sent home with students and placed on the website that ensure availability of information for parents that can't attend the school because of other factors such as work.

Discretionary Activities (Optional)

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.)

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on	Timeline
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				Student Achievement	
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	All discretionary activities will be implemented by an active group of parents, and school staff.	Administration/parent Liaison	The focus is placed on increasing the achievement level in Reading, Math & Science.	Year Round
2	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Develop and implement Spanish to English course for ESOL and Spanish speaking parents or provide resources to aid parents.	Administration/Parent Liaison/ ELL Coordinator	Increased parent involvement. Increased ELL parental involvement.	Year Round

Barriers

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].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
1	Time of Events	Have Flexiable Meetings and Parent Workshops/ Have all Scheduled Parent Engagement Activities into one night
2	Parent Communications/ Limited English Proficiency	ELL support staff to increase Parent Communication and interaction at school level by sending home all Parent Involvement Correspondences in English and Spanish

Evaluation of the 2017- 2018 Parental Involvement Plan

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.

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	Assessment Review - Individual Conference	1	500	Expectations will be given to parents to help students at home.
2	State Standards & District Promotion Policy - Hard Copy	1	500	Parents will be given brochures with grade level SSS to help their child at home.
3	Monthly Newsletters: Hard Copy -- Parents Make the Difference & Reading and Math Connection	10	5500	All newsletters are designed to give parents strategies to increase academics.
4	Family Literacy -- Small Groups	5	10	Parents will learn strategies to help their child improve reading.
5	Parenting Skills - Small Groups	2	10	Parents will gain strategies to help students with life skills

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 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	School wide ESE Training on Accommodations with ESE Students	10	60	Building Respectful and Caring Relationships with students with disabilities hat enhance academic performance.
2	Effective forms of Communication	10	60	Provides strategies for teachers to effectively communicate with parents.
3	Florida Positive Behavior Support	36	60	Creates a positive supportive environment that enhance academic learning in class.

Barriers

Describe the barriers that hindered participation by parents during the 2017-2018 school year in Parental Involvement activities. Include the steps the school will take during the 2018-2019 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 1118(a)(E)].

count	Barrier (including the Specific Subgroup)	Steps that the School will take to Overcome
1	Parent Involvement	parent newsletters monthly parent workshops or meetings social media contact enhanced school website
2	Parent Communication	ELL support staff to increase parent communication and interaction at school level.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2017-2018 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count	Content/Purpose	Description of Activity
1	Promotion Ceremonies	Pre-Kindergarten promotion ceremony for all students moving from pre-k to kindergarten. Matriculation ceremony for all 5 th graders moving to middle school.
1	Field Day	Parent volunteers to help run the various stations with staff members.
1	Performances/Showcases	Holiday performances to engage parents in curriculum that students have been learning. Showcase of student artwork and work samples.
1	Extracurricular activities (sports/clubs)	Formation of Flag football teams to engage parents and students in team based activities. Continuation of Cheerleading team to engage students in performances and team activities. Introduction of academic clubs.
1	Banquet	Creation of Distinguished Patriot Banquet to honor students exceling sports as well as academics. Induction of National Elementary Honor Society Members.

Please submit your Parent and Family Engagement Plan to the Title I office by
October 19, 2017.

Evidence of Input from Parents/family members

Evidence of parent input in the development of the plan. (SAC agenda, sign in sheets, minutes and other document with parent input).

Submit Parent and Family Engagement Plan with principal signature.

Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Submit Parent-School Compact with principal signature.

Evidence of Parents/family members in development of Parent-School Compact

Note: As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1116(d)].

Evidence of parent input in the development of the compact.
