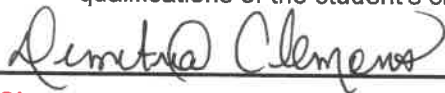


## **Sealey Elementary School 2019-2020 Title I, Part A Parent and Family Engagement Plan**

I, Demetria Clemons, 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 regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.



**Signature of Principal**

3-27-19

**Date Signed**

### **Mission Statement**

Parent and Family Engagement: Mission Statement (Optional)

Response: The Sealey Elementary School staff and parents will work together to prepare students to be responsible, respectful, and independent learners who will grow in his/her intellectual, physical and emotional development in a way that increases academic performance and encourages student and school success.

## Engagement 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 [Sections 1116].

**Response: The School Advisory Council will meet quarterly to plan, review, and provide input into the school's Parent Involvement Plan and the School Improvement Plan.**

**The School Advisory Council will approve the Parental Involvement Budget, along with the School Improvement Budget.**

**The School Advisory Council will review the school grade, progress monitoring data, and the SPAR (School Public Accountability Report).**

**Success will be measured by the Spring Title 1 Survey and the School Climate Survey, as well as feedback from SAC meetings, PTO meetings, and parent/teacher conferences. Feedback information will be used to develop next year's School Improvement Plan, Parental Involvement Plan, and Title 1 Plan.**

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## 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	Funds will be used to hold parent workshops in an effort to provide parents the necessary strategies to help their children be successful at school.
2	Title II	Funds will be used for staff development where staff members will discuss expectations and plan strategies to share with parents.
3	Student Intervention Team	The study team identifies students to monitor based on attendance, behavior, and potential academic failure. Strategies are developed to provide support and to monitor improvement over time. Team conferences with parent provide data and support and decisions are made about services aimed at increasing student achievement.
4	Parent Night	Teacher Teams will plan science/math/reading nights to introduce parents to expectations and ways to assist at home.
5		

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## 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	Develop agenda, handouts, and/or presentation materials that address the required components.	Administration	August, 2019	Copies of Agendas and Handouts
2	Develop and Disseminate	Administration	August, 2019	Copies of flyers and postings to websites and social media
3	Publicize event	Administration	August, 2019	Copies of sign in sheets
4	Maintain documentation	Administration	August, 2019	Title I files are shared with LEA for monitoring

## 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 Title I funds, transportation, childcare, or home visits, as such services related to parent and family engagement [Section 1116].

**Response: PTO, SAC, and some parent workshops will be held in the evenings after most work hours are completed. However, for shift workers we will also offer morning workshops each semester. Childcare is offered for PTO meetings, SAC meetings, and parent workshops, as needed. A parent resource center is located in the Media Center and will be open during school hours.**

## 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 between 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	Title I information/ Right to Know	Principal	Opportunities will be available to assist parents with their child(ren) at home and at school.	August and September, 2019	Agendas/Documentation of Right to Know Letters

2	Curriculum/Florida Standards/Grade Level Expectations	Teachers	Parents will be familiar with what is required	August 2019 and ongoing	Open House sign-in sheets and Parent Conference
3	Grade Level Parent Nights	Teachers	Parents will gain knowledge and understanding of what is expected and what they can do to support their child's academic success	August, 2019	Agendas and sign-in sheet
4	Standardized Testing Information	Assistant Principal/Teachers	Parents will become familiar with FSA testing format with strategies to help their child to be successful on the test.	Spring, 2019	Agenda and sign-in sheet
5	Parenting Skills	Principal	Parents will gain knowledge and understanding in ways to support their child's academic successes.	Monthly, 2019-2020	Agendas and sign-in sheets
6	Science, Math, and Literacy Night	Teachers	Parents will gain knowledge and understanding in ways to support their child's academic success.	Spring, 2020	Agendas and sign-in sheets
7	Kindergarten Orientation	Teachers	Parents will learn the expectations for their upcoming kindergarteners.	Spring, 2020	Agendas and sign-in sheets
8	PTO/SAC meetings	Principal/PTO and SAC presidents	Parents will learn information concerning the school and will participate in planning school wide activities for family involvement	Ongoing, 2019-2020	Agendas and sign-in sheets
9	Fall Festival and Spring Family Night	Administration, PTO, Teachers	The functions will offer parents the opportunity to participate in motivational activities with staff and other families.	Fall, Spring, 2019-2020	Parent and community participation and attendance, amount of money raised, list of participating parent volunteers.

## 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	Teacher training on effective forms of communication, on communicating discipline information with parents, and on sharing district requirements with parents.	Principal/Assistant Principal	Teachers will be able to communicate better with parents to help them facilitate their child's academic success	Monthly during Professional Learning Communities	Agendas/Parent Surveys/Documentation of Right to Know letters
2					

## 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:** We currently have a parent resource center that allows parents to access web resources, including, but not limited to Listserv, school website, and FLDOE's website. We send home a monthly newsletter that includes tips on dealing with academics and behavior. Parents are solicited from orientation to become involved as volunteers and chaperones, as well as to become active participants in PTO.

## 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 provide 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:** Parents will receive information about the Title 1 program at the school Open House and at grade level Parent Nights in August and September. The Right to Know letters and the Parent Compacts will be sent home during the first 2 weeks of school. Parents will learn about the curriculum, forms of assessment, and proficiency levels during the grade level meetings, individual parent conferences, and communication through the weekly folders from the teachers. Parents are invited to participate in PTO and SAC and are given the opportunity to give input to the Parent Involvement Plan and School Improvement Plan through annual Climate Surveys and Title I

Surveys. Parents also receive information through a monthly newsletter, listserv (Class Dojo) announcements, and the school webpage.

## 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:** For those students who have limited English proficiency, we offer Spanish translation by school personnel or by translation software. For other languages, we can use the translation software or we contact the district ELL department to provide an interpreter. For those with physical disabilities, the school is accessible through ramps.

## 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 Student Achievement	Timeline
1	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1116(e)(7)];	Literacy Night in the Media Center for parents to use as a resource and literacy parent workshop with Reading Coach	Administration, Media Specialist, Reading Coach	Improved reading	October, March
2	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1116(e)(10)];	Parent meetings will be held in the evenings for parents who work during the day and will be held during the day each semester for those who cannot attend at night. An off-site parent training will be held in the community for parents, making it easier for them to attend.	Administration	By offering meetings during various times and places, parents will have more opportunities to discuss and to learn about student achievement.	ongoing
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement	A local church will work with Sealey and with parents to provide needed food for the weekends throughout the school year. Sealey will also partner with a local housing development for them to	Administration	The partnerships between the community-based organizations will help strengthen the parent/school connection which will	ongoing

	activities [Section 1116(e)(13)].	provide meeting space for the parents in the community to attend off-site Sealey workshops.		lead to enhanced student achievement.	
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## 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	Language barriers	Send home notes in translated version and secure translators as needed
2	Inconsistent method of parent contact as phones numbers change frequently	Use Class Dojo more often and constantly ask parents to update phone numbers
3	Some parents work shift hours and are not always able to attend parent meetings/workshops	Provide more than one time frame for parents to attend parent meetings/workshops

Provide 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)? [Section 1116].

**Response:** For those students who have limited English proficiency, we offer Spanish translation by school personnel or by translation software. For other languages, we can use the translation software or we contact the district ELL department to provide an interpreter. For those with physical disabilities, the school is accessible through ramps. The school will also work with district social workers for available resources for families in need.

## Evaluation of the Previous Year's 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	Open House	1	375	Parents would be knowledgeable of academic expectations
2	Grade Level Parent Nights	5	225	Parents would be knowledgeable of grade level expectations
4	Building Better Readers	1	250	Parents will learn ways to help their child become a strong reader
5	Parent Resource Library	1	10	Parents are able to visit this area to seek information on how to help your child

**Provide 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)? [Section 1116].**

**Response:** For those students who have limited English proficiency, we offer Spanish translation by school personnel or by translation software. For other languages, we can use the translation software or we contact the district ELL department to provide an interpreter. For those with physical disabilities, the school is accessible through ramps. The school will also work with district social workers for available resources for families in need.

### 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	Teachers participate in monthly PLC where they share ideas on how to improve parent involvement in their child's learning	1	38	Increased student achievement
2				
3				
4				
5				
6				

### **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.

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### **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.

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